

# GRAPHIC ORGANIZERS

These graphic organizers accompany the scripted lessons and independent study activities. Alternately, they can be used with any video-based lesson to structure close viewing, reflection, research and discussion.

# 3,2,1... ENGAGE!

As you watch, record three connections you notice, illustrate two ideas that stand out to you, and capture one way you can use your learning to engage your community.

Me and

3 Connections		
to myself	to the world	to another text
2 Sketches or Illustrations		
1 Way to Engage My Community		

# 3,2,1... ENGAGE!

As you watch, record three connections you notice, illustrate two ideas that stand out to you, and capture one way you can use your learning to engage your community.

Me and

*Reconstruction: The Vote*<sup>TITLE</sup>

## 3 Connections

to myself

*There are a lot of protests in the news today, too. "Rights can never be taken for granted."*

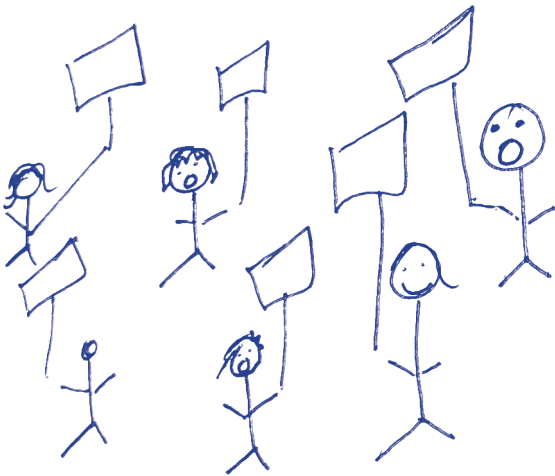
to the world

*More than 2000 Black office holders served every level of public office during Reconstruction. In 2018, 117 women were elected to Congress, the most in history.*

to another text

*This reminds me of March by John Lewis. In the book March, Lewis talks about the Voting Rights Movement of the 1960s.*

## 2 Sketches or Illustrations



## 1 Way to Engage My Community

*I want to find out what elected positions I can vote for and who currently serves in those positions. Then, we can help others learn about that, too.*

# WHILE I WATCH

VIDEO TITLE

*Think about...*

How does Black history show up in my life and my experiences? · How have Black people and Black history shaped the United States? · How do we know what we know about Black history? · How do the enduring struggles for progress throughout Black history connect to other social movements historically and today? · How can I take action for racial justice?

Main Ideas (What?)	
Key Details	Supporting Details
On My Own (So What?) Connecting to My Life	Tell Me More (Now What?) Questions

# WHILE I WATCH

*Convict Leasing* TITLE

Think about...

How does Black history show up in my life and my experiences? • How have Black people and Black history shaped the United States? • How do we know what we know about Black history? • How do the enduring struggles for progress throughout Black history connect to other social movements historically and today? • How can I take action for racial justice?

## Main Ideas (What?)

*Labor system created to ensure cotton remained king*  
 → *get arrested, locked up, hired out to corporation w/highest bid*  
 → *prison to profit pipeline*

Key Details	Supporting Details
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*Convict leasing diff from slavery b/c labor was cheaper; could drive workers to death b/c there were more convicts to choose from*

*\* loophole in 13th amendment*  
     → *convicts can be forced to work for free*  
*\* prisons make large profits*

On My Own (So What?) Connecting to My Life	Tell Me More (Now What?) Questions
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*\* I can see the effects of convict leasing today with increased people in private prisons*  
*\* people are calling for prison reform*  
*\* I have family members incarcerated*

*\* How can we close the loophole in the 13th amendment?*  
*\* Can the criminal justice system be just if it makes profits on incarcerated people?*

# VIEW AND SHARE

As you watch, record your responses in each section below.

VIDEO TITLE

<p><b>My favorite part</b></p>	<p><b>Why?</b></p>
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<p><b>New to me</b></p>	<p><b>I can't wait to tell others about...</b></p>
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# VIEW AND SHARE

As you watch, record your responses in each section below.

*Madame CJ Walker: The First Black Millionairess*

**My favorite part**

*Madame CJ Walker's perfect combination secret recipe for hair growth came to her in a dream.*

**Why?**

*Our greatest ideas sometimes come when we least expect them.*

**New to me**

*I didn't know stress could make our hair fall out.*

**I can't wait to tell others about...**

*How Madame CJ Walker shared her knowledge with other women!*

# BEFORE/NOW

For each video, record the topic and four questions based on the prompt provided, plus any additional questions you may have. During viewing, answer the questions by filling in the blanks in this sentence: *I used to think \_\_\_\_\_, but now I know \_\_\_\_\_.*

VIDEO TITLE
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topic

What?

I used to think...

but now I know...

Impact

I used to think...

but now I know...

Influence

I used to think...

but now I know...

Challenges

I used to think...

but now I know...

My Question

I used to think...

but now I know...



# BEFORE/NOW

For each video, record the topic and four questions based on the prompt provided, plus any additional questions you may have. During viewing, answer the questions by filling in the blanks in this sentence: *I used to think \_\_\_\_\_, but now I know \_\_\_\_\_.*

*The Tuskegee Study* VIDEO TITLE

topic  
*Public Health*

What?

*What do I know about the US public health service?*

I used to think...

*The United States Public Health Service helps all Americans*

but now I know...

*In 1932, they launched an unethical research study The Tuskegee Study*

Impact

*What was the impact of the Tuskegee Study on the patients?*

I used to think...

*Some of the men in the study received treatment.*

but now I know... *The men thought they were being treated. Penicillin was withheld from all of the men. Lack of treatment led to death for some.*

Influence

*How did the study influence the way medical research was done?*

I used to think...

*Participation in a medical study was always beneficial for the patient.*

but now I know...

*Consent of the volunteers in studies was not always prioritized; the study helped to change that.*

Challenges

*Why was it hard to hold the scientists accountable?*

I used to think...

*Because the men thought they were being treated.*

but now I know... *Despite many men dying, it took 40 years before the surviving men brought their case to a civil rights attorney and the study finally ended*

My Question

*Why do some African Americans distrust doctors?*

I used to think...

*The medical system doesn't have very many African American doctors.*

but now I know...

*There is a long history of unethical medical experiments being done on African Americans.*

# CONNECTIONS TO SELF, OTHERS, FAIRNESS AND ACTION

As you watch the video, record words, ideas and details that illustrate each of the social justice domains.

VIDEO TITLE

I know and like who I am.  
**IDENTITY**

I know how I am the same and different from others.  
**DIVERSITY**

I recognize unfairness when I see it.  
**JUSTICE**

I believe I can make a difference in the world.  
**ACTION**

# CONNECTIONS TO SELF, OTHERS, FAIRNESS AND ACTION

As you watch the video, record words, ideas and details that illustrate each of the social justice domains.

*Black Feminism* VIDEO TITLE

I know and like who I am.  
**IDENTITY**

*Double burden of being  
Black & female*

*Angela Davis  
Alice Walker  
Toni Morrison* } *all wrote about  
gender through the  
context of race*

I know how I am the same and different from others.  
**DIVERSITY**

- *Black women & girls at center of story...for once!*
- *Intersectionality coined by Kimberlé Crenshaw*  
→ *different experiences of being a woman and being Black*

I recognize unfairness when I see it.  
**JUSTICE**

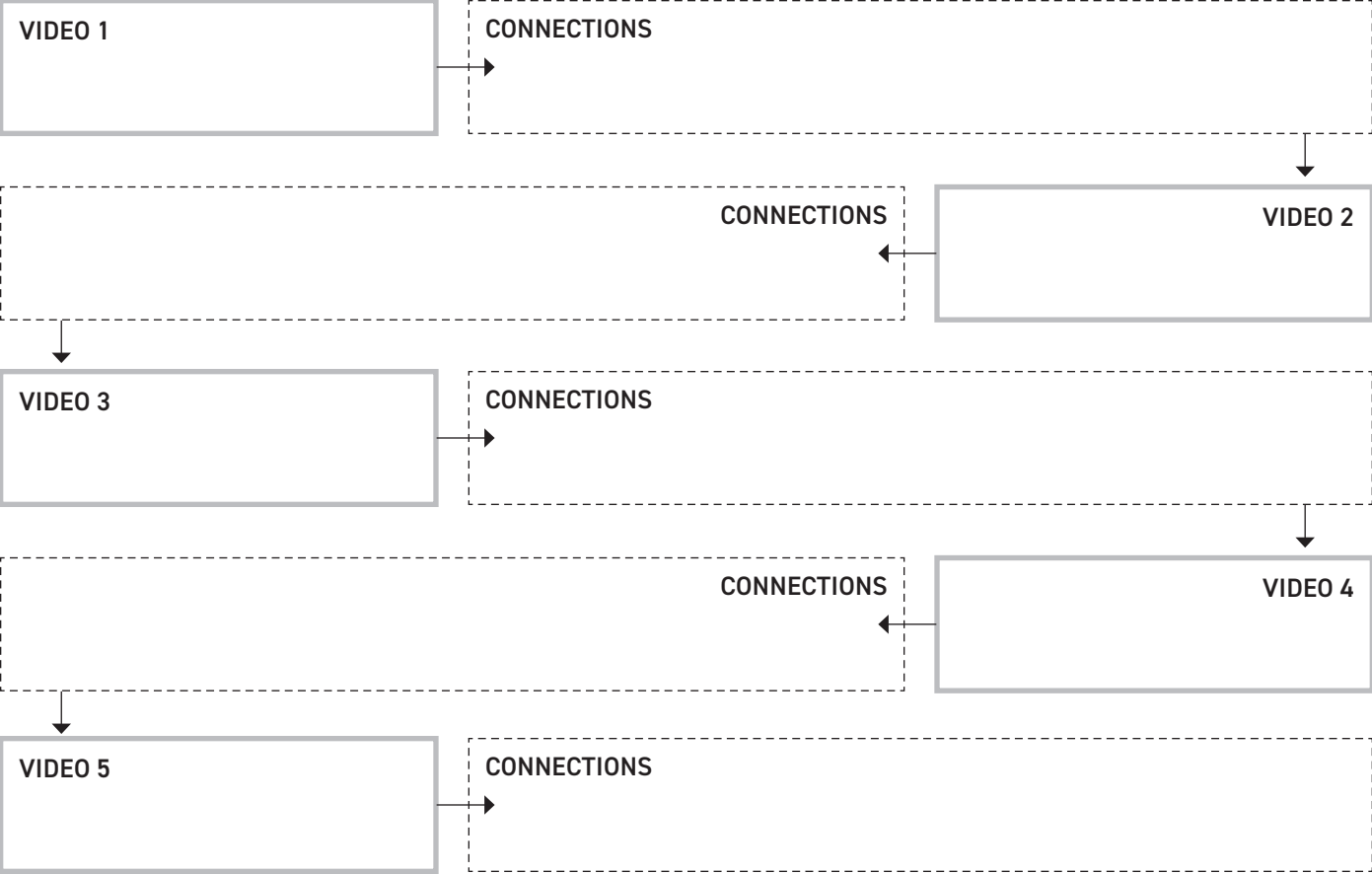
- *double burden*
- *concerns of Black women*
- *create policies that address all parts of who we are (intersectional policies & movements)*

I believe I can make a difference in the world.  
**ACTION**

- *"The only people who are enough about our liberation to fight for us is us."*
  - *Black Lives Matter*
  - *#MeToo*
- ↑  
← *both movements inspired by Black feminists*

# VIDEO TOUR

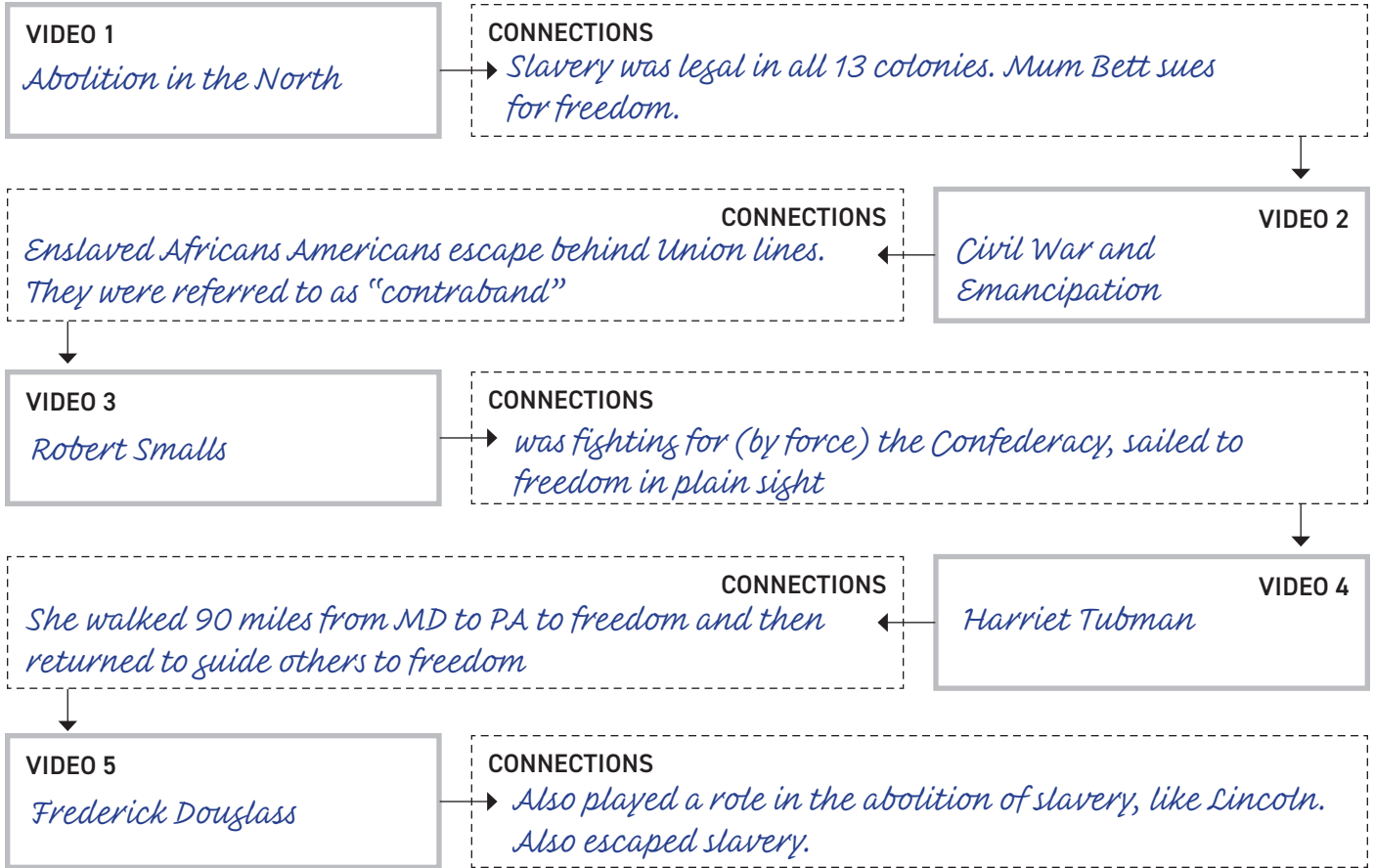
Record your first video selection in the box #1. Then, for each additional video, record the connection that led you to choose it. Repeat this process until you have selected a total of five videos. Then, answer the reflection questions.



**REFLECTION:**  
What did I learn from the video tour that I did not expect?  
What did I learn about how my mind makes connections?

# VIDEO TOUR

Record your first video selection in the box #1. Then, for each additional video, record the connection that led you to choose it. Repeat this process until you have selected a total of five videos. Then, answer the reflection questions.



## REFLECTION:

What did I learn from the video tour that I did not expect?  
What did I learn about how my mind makes connections?

*My mind found common actions among people in the videos.*

*\* I learned that slavery was legal in both the North and the South*

*\* I learned that Frederick Douglass was important in the movement to abolish slavery.*

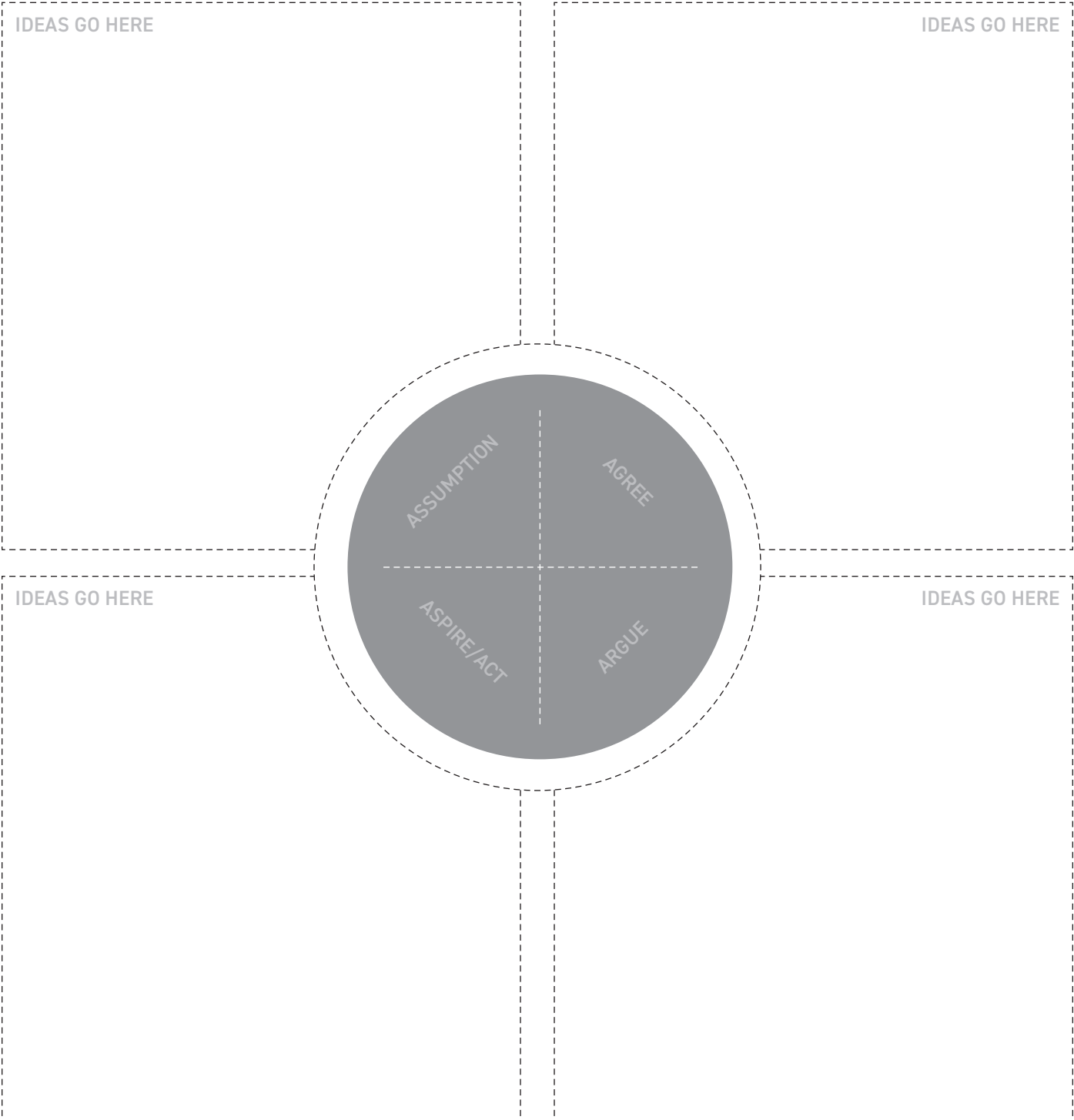
*\* Frederick Douglass was a social media influencer of his time.*

*\* I learned that Robert Smalls escaped slavery in broad daylight.*

# 4 A'S PROTOCOL

- What **assumptions** does the speaker/writer of the video hold?
- What do you **agree** with in the video?
- What do you want to **argue** with in the text?
- What parts of the text do you want to **aspire** to (or **act** upon)?

VIDEO TITLE



# 4 A'S PROTOCOL

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<i>Fort Mose</i>	VIDEO TITLE
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IDEAS GO HERE

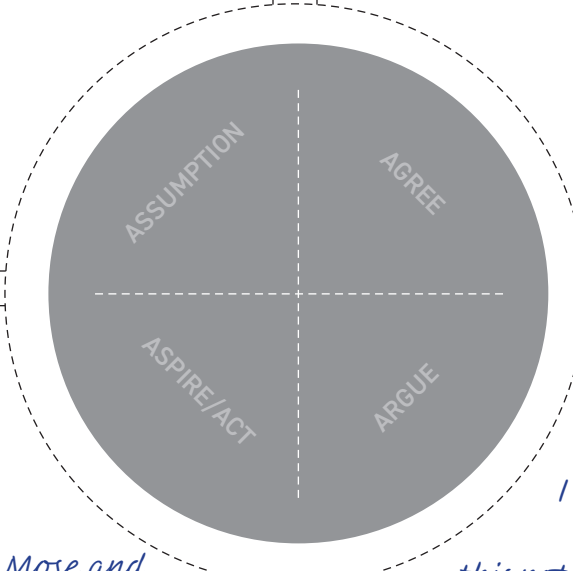
*The speaker assumes...*

- I know Imperial Powers & historical context of 1600s
- I know geography of Colonial America and who controlled which land

IDEAS GO HERE

*I agree with...*

- Spanish FL & Fort Mose we the "promised land" for free Black people
- enslaved people fighting for their freedom, i.e., the Stono Rebellion



IDEAS GO HERE

*I aspire to...*

- learn more about Fort Mose and other Black settlements
- have never-ending drive for freedom

IDEAS GO HERE

*I argue with ...*

- this not being taught in history class
- trying and beheading Black "rebels" and "fugitives" to instill fear
- imposing harsh slave laws, i.e., Black people can't be taught to read and write

# THINKING THROUGH VIEWING

Record responses to each question as you view each video.  
Add to bottom row as you go.

	VIDEO TITLE	VIDEO TITLE
What do I know about the people named in this video?		
What more do I need to know about...?		
What do I want to know more about?		
How do the videos overlap? What do they have in common?		
In summary, what is the central message?		



# THINKING THROUGH VIEWING

Record responses to each question as you view each video.  
Add to bottom row as you go.

	Double V Campaign of WWII	Harlem Hellfighters of WWI
What do I know about the people named in this video?	<i>Af. Am. Veterans demand full citizenship upon return from war</i>	<i>Army's 369th Infantry Regiment introduces Europe to jazz; fight for 191 days</i>
What more do I need to know about...?	<i>What desegregation of the military looked like</i>	<i>Why it took so long for soldiers to be recognized by the US government</i>
What do I want to know more about?	<i>Specific details of DV campaign: What did it include? Who?</i>	<i>Individual members of the 369th Regiment</i>
How do the videos overlap? What do they have in common?	<i>Black people serving in the military Af Am veterans demanding equal rights and citizenship</i>	
In summary, what is the central message?	<i>African American soldiers and veterans contributed a great deal to the US military, including fighting for desegregation, equal pay and opportunity to participate in democracy, &amp; influencing the end of Jim Crow and the Civil Rights Movement</i>	