

PLUG- AND-PLAY ACTIVITIES

Customize these activities with any video or combination of videos to support students in their exploration of the essential questions.

ACTIVITY

BACKCHANNEL



TARGET GRADE LEVELS 6-8, 9-12

Backchanneling gives students a virtual participation avenue that runs concurrently with face-to-face activities. The backchannel gives students a way to talk to each other during and after viewing, reacting to the video as well as each other's comments and to additional questions posed by the teacher.

ESSENTIAL QUESTIONS

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

STUDENT OBJECTIVES

1. Students will be able to identify figures, groups, events and a variety of strategies and philosophies relevant to Black history.
2. Students will be able to situate Black history topics within the appropriate social, cultural, political and historical contexts.
3. Students will be able to point to social, cultural and political evidence that Black history is American history.
4. Students will be able to make principled decisions about when and how to take action against bias and injustice.
5. Students will be able to concretely connect their own lives to the history of Black America.

Procedure

VIEW

For this activity, choose any video from the *Black History in Two Minutes* library to watch with the entire class.

BEFORE VIEWING

1. Determine which platform or app will work best for your students. Most apps function on multiple device types and operating systems, so pick one that fits the technology needs of the class. The audience Q&A function in Google Slides can operate as a backchannel, or a few examples of available options can be found [here](#), [here](#) or [here](#).

2. Set up backchannel on the chosen platform or app.
3. Set up each class as a group or create multiple small groups within a single class.
4. Share the channel with students.
5. Pose and display the essential questions in a shared, visible location.

- *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?*

6. Pick one of the EQs or instruct students to select one to focus on during viewing.
7. Have students open the backchannel platform on their device.
8. Instruct students to share their initial thoughts about one of the EQs in the backchannel.
9. Then have students respond to a classmate's initial thoughts about the EQ in the backchannel.

DURING AND AFTER VIEWING

1. Watch the video one time. Invite students to continue conversations in the backchannel as they view.

2. Present this second set of backchannel questions by either posting them in a shared, visible location or entering them into the backchannel.

- *What key details stand out?*
- *What questions do you have?*
- *What connections to other events, people, texts or movies can you make?*
- *What is your favorite part of the video?*
- *What new thinking does this video introduce for you?*

3. Watch the video a second and third time while students continue to respond in the backchannel.

4. Encourage students to continue conversations in and refer to the backchannel during the debrief discussion

DISCUSSION: BIG IDEAS DEBRIEF

1. How does Black history show up in my life and my experiences?

2. How have Black people and Black history shaped the United States?

3. How do we know what we know about Black history?

4. How do the enduring struggles for progress throughout Black history connect to other social movements historically and today?

5. How can I take action for racial justice?

DO NEXT

WHAT Students extend and share their learning with others.

WHEN Use after viewing and discussing.

HOW

Take it public! Have students facilitate a live Twitter chat to raise awareness of the video's content and to encourage connections to their own lives.

Try this [Tweeting for Change](#) student-led Do Something task from Teaching Tolerance.

RELATED RESOURCES

[WhatsApp](#)

[GroupMe](#)

[9 Awesome Group Text Messaging Tools for Educators](#)



FOCAL POINT

In 1972, Shirley Chisholm became the first Black woman to run for the presidential nomination of a major political party.

FROM SHIRLEY CHISHOLM: THE FIRST BLACK CONGRESSWOMAN

ACTIVITY

NOTETAKING



TARGET GRADE LEVELS 3-5, 6-8, 9-12

This notetaking activity provides a structure for viewers and readers to identify facts, main ideas and supporting details while also asking questions and making connections. It also offers students the flexibility to select which video from *Black History in Two Minutes* they want to view while grounding the activity in overarching essential questions about Black history.

ESSENTIAL QUESTIONS

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5. Students will be able to concretely connect Black history to their own lives.

FOCAL POINT

For enslaved people who were able to escape the British Colonies, Spanish Florida became a temporary promised land. In 1738, a small group of Black people created their own town near St. Augustine. They called it Fort Mose: the first all-Black settlement in what is now the United States.

FROM FORT MOSE: THE FIRST ALL-BLACK SETTLEMENT IN THE U.S.

Procedure

VIEW

Choose any video from the *Black History in Two Minutes* library to watch with the entire class, or have students select a video to watch independently.

BEFORE VIEWING

1. Share the notetaking handouts under Related Resources with students.
2. Clarify the purpose of the sections within each handout and answer any student questions.
3. Instruct students to choose one of the notetaking handouts to use during viewing.

DURING AND AFTER VIEWING

1. Pose and display the essential questions (EQs) in a shared, visible location.
 - *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?*

2. Instruct students to pick one of the EQs to focus on during their viewing and have them write the question at the top of their notetaking handout.

3. Watch the video as a group. (Note: If students are choosing their own video, designate 10 minutes for students to view their respective video and complete their notes.)

4. Ask students to fill in their notes.

5. Watch the video again as needed.

DISCUSSION: BIG IDEAS DEBRIEF

1. Provide 3 to 5 minutes after viewing for students to finish filling in and reviewing their notes.

2. Revisit the five essential questions.

3. Ask students which EQ they focused on during viewing. Record which questions were selected by marking the question in the shared, visible location.

4. Give students an additional 3 to 5 minutes to connect their notes to each of the marked EQs.

5. Use a round robin structure to discuss the video(s). If students selected and viewed their chosen video independently, begin the first round with each student sharing the title of their chosen video.

- *Pose the first EQ.*
- *Instruct each student to share ONE item from their notes that connects to the EQ.*
- *Move around the class until everyone has had a chance to share a response to the question. Although not every student will have taken notes on the EQ presented, encourage them to respond each round any way, reminding them that they are not expected to elaborate or explain the connection but instead sharing ideas and observations from the video(s).*
- *Ask the next EQ. Repeat the process for each EQ and until each student shares at least one item from their notes.*

6. In the final round, ask students to say the title of the video and read the Somebody Wanted / But / So summary statement from their handout.



FOCAL POINT

Ella Baker, a key organizer of the Southern Christian Leadership Conference, also helped a group of young people form the Student Nonviolent Coordinating Committee.

FROM ELLA BAKER

DO NEXT

WHAT Students extend and share their learning with others.

WHEN Use after viewing and discussing.

HOW

- **FIND SOMEONE WHO.** Have students proofread and edit their video notes, then share and compare with a classmate. Next, have them identify one person outside the classroom with whom to share their chosen *Black History in Two Minutes* video and their notes.
- **ARTIVISM.** Have students turn one of their illustrations/sketches from their videos notes into a piece of art. Display the art in a location where others can see it.
- **IN MY NEIGHBORHOOD.** Have students share the Making Connections sections of their notes with the class and determine what civic action they could engage in as a result of their learning/connecting.

RELATED RESOURCES

Video Notes graphic organizer

General Notetaking graphic organizer

VIDEO NOTES



NAME

VIDEO TITLE

ESSENTIAL QUESTION:

5 New Facts				

4 New Words			

3 Questions I Have		

2 Illustrations/Sketches	

SOMEBODY WANTED / BUT / SO SUMMARY

Somebody: Who is the main character? **Wanted:** What did the character want? **But:** What was the problem?
So: How did the main character overcome the problem to achieve what they wanted?

GENERAL NOTETAKING



NAME

VIDEO TITLE

ESSENTIAL QUESTION:

	Evidence from Text	My Thoughts
Main Idea		
Key Details		
Inferences		
Supporting Details		
Making Connections		

SOMEBODY WANTED / BUT / SO SUMMARY

Somebody: Who is the main character? **Wanted:** What did the character want? **But:** What was the problem?

So: How did the main character overcome the problem to achieve what they wanted?

ACTIVITY

STUDENT-LED INQUIRY & RESEARCH

BLACK HISTORY /
IN TWO MINUTES
(OR SO)

TARGET GRADE LEVELS 3-5, 6-8, 9-12

Using student-generated questions, students work individually or in small groups to conduct research related to one or more of the themes represented in the *Black History in Two Minutes* library. Giving students ownership of their learning sparks motivation and high levels of engagement. Student-led inquiry relies on four main components:

- *Students lead, teachers support.*
- *Questions, not topics, drive the research.*
- *Group collaboration is central to the process.*
- *Researchers have the opportunity to share their findings.*

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FOCAL POINT

Angela Davis, Alice Walker and Toni Morrison all wrote about gender within the context of race.

FROM *BLACK FEMINISM*



Procedure

VIEW

Choose any video or group of videos from the *Black History in Two Minutes* library to watch with the entire class, or have students select one or more video(s) to watch independently.

BEFORE VIEWING

Review the overarching essential questions.

DURING AND AFTER VIEWING

Have students complete the *Student-led Inquiry & Research* graphic organizer.

RELATED RESOURCES

Student-led Inquiry & Research graphic organizer

STUDENT-LED INQUIRY & RESEARCH

BLACK HISTORY / **IN TWO MINUTES**
(OR SO)

KEEP IN MIND

An inquiry question...

- *is important to you*
- *is complex*
- *cannot be answered with a single statement or question*

WONDER

Watch the video(s). As you watch, write down things you wonder. Write your inquiry/research question below.

.....

.....

.....

.....

.....

EXPLORE

List the websites, books, magazines and other sources you will look to for answers to your inquiry. Check the box to indicate you've used that source.

SOURCE 1

CITATION

SOURCE 2

CITATION

SOURCE 3

CITATION

SOURCE 4

CITATION

NEXT

Research and take notes. Remember to focus on your question.

SUMMARIZE

Review your notes and pick out details that help answer your question. Edit these details into a summary of your findings.

PUBLISH

Decide what format you will use to publish your findings.

Brochure

Article

• What is your plan?

Twitter thread

Song

• Who is your audience?

PowerPoint

Commercial

• When will you publish your findings?

Essay

Speech

• Where will you publish your findings?

Skit

PSA

Poster

Other