



INTERNATIONAL
STORYTELLING CENTER

**Curriculum Guide for Freedom Stories Discussion
“Out-Migration: Spreading Appalachia Abroad”**

Notes about this guide:

First, it is just that—a guide. It is meant to offer suggestions for how you might approach these important yet sensitive topics in your classroom, as well as ideas for how you might augment existing curriculum in your classroom. Please adapt it as necessary to fit your classroom’s needs.

Second, while it is aimed for 10th grade, many of the activities can easily be adapted both for lower and higher grades, and we encourage you to do so.

Third, since the International Storytelling Center is based in Tennessee, we have used the Tennessee state academic standards for Social Studies as our guide, but have also included Common Core standards where appropriate in an attempt to provide some reciprocity between and among state curriculums. Please feel free to use your own state standards in place of Tennessee’s or Common Core’s.

Fourth, our collective understanding of the subject matter covered in this and the other Freedom Stories Curriculum Guides is ever-evolving as we unearth forgotten narratives and seek out more complete truths. As such, there may be instances where certain instructional approaches are no longer useful, or where certain resources are no longer applicable. We encourage you to keep this in mind as you use this guide and adapt activities with new information as it becomes available.

Last, we welcome your feedback about this guide and its role in your classroom. Please reach out to us at FreedomStories@StorytellingCenter.net with comments, questions, and suggestions.

Lesson Title	The Untold Experience of African Americans within Appalachia
Grade Band	10th grade
Standard(s)	<p>Common Core State Standards, ELA:</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.A</u></p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
Lesson Objective(s)	How do the historical events and neglected aspects of Black heritage in Appalachia impact society today?

<p>Essential Understanding/ Essential Question</p>	<ul style="list-style-type: none"> • In what ways have African Americans been traditionally less recognized as part of the Appalachian culture? • In what ways are African Americans crucial to the history and culture of Appalachia? • Why was the term "Affrilachia" created, and what is it meant to represent? • What can we learn from the Freedom Stories scholars and storytellers about Black heritage within Appalachia? <p><i>(I pulled this essential question from www.carolinak12.org on Affrilachia. This is an excellent lesson plan resource for the instructor who would like to incorporate more concentrated content Southern Oral History Program.)</i></p>
<p>Lesson Activities</p>	<p><i>I recommend dividing this material into 3 Lessons (Lesson 1 is optional for instructors but can help establish the classroom environment)</i></p> <p>Lesson 1: Includes two parts (Unit 1 & 2)</p> <p>Unit 1: Establishing Class Agreements/Opening up the discussion around Race and what that means for each student through journaling and then open discussions <i>(Instructor's discretion [they will know best their classroom environment and if establishing these agreements makes sense for them])</i></p> <p>Main Goals:</p> <ol style="list-style-type: none"> 1. To promote a sense of intellectual, emotional, and physical safety in the classroom. 2. To ensure active involvement of students in the planning and implementation of the agreements 3. Establishing a classroom environment where students feel safe, heard, and respected. Instructors can follow the guidelines from NEA EdJustice: 2020 Home Page. <p>Below is an example of classroom agreements that can help guide student's suggestions:</p> <ol style="list-style-type: none"> 1. Intro: Creating the Space to Talk About Race 2. Create a Welcoming Classroom and School 3. Root Out Biases and Barriers 4. Encourage Self-Expression 5. Be Open Yourself 6. Engage, Don't Avoid 7. Create Opportunities for Discussion 8. Talk About Racism and Racial Equity 9. Establish and Enforce Group Norms 10. The process is as Important as Content 11. Model Your Values and Vision <p>Other resources that can help instructors with classrooms of primarily white students How Should I Talk about Race in My Mostly White Classroom?</p> <p>Unit 2 <i>(This can be done in tandem or in the following class period)</i></p> <ol style="list-style-type: none"> 1. Opening question: Why are discussions about Race important?

- a. The instructor can start with a video and/or Podcast as prompts to open this discussion.
- b. Videos:
 - i. Here are several individuals addressing growing up Black: [Opinion | A Conversation About Growing Up Black](#)
 - ii. Here is a list of other videos the instructor can choose to open with: [26 Mini-Films for Exploring Race, Bias and Identity With Students \(Published 2017\)](#)
- c. Podcast:
 - i. NPR politics podcasts How Black and White Americans view on Race differ [How Black And White Americans' Views On Race Differ](#) (*It's about 15 minutes; option to encourage students to journal while listening with initial thoughts to share after.*)

Optional Guided Prompts

- Encourage students to journal while listening with initial thoughts to share after.
- Have students discuss how the discussion of Race makes them feel? Do they think that society encourages these discussions? (Instructors can encourage students that no emotion should be excluded or is "Wrong.")
- Have students identify personal connections to the explored media
- Why is talking openly about Race important as a society?

The instructor may want to close out the discussion by doing a round-robin where each student shares something they didn't know/realize/consider before today's discussion.

Lesson 2 Black Identity in Appalachia (Divided into Unit 1 & 2)

Unit 1 Activity "Building Background Knowledge"

Purpose: Students use background knowledge to define "Appalachia" and watch and review historical accounts of Black Identity in Appalachia (materials included below) so that students have the opportunity to read, think, and contribute critically and become better informed.

Materials:

- Chart paper
- Colored markers
- Various texts on a related topic

Procedure:

1. Use a grouping strategy to shift students into groups of four or five.
2. Each group is given a set of markers, a piece of chart paper, texts (later), and loose-leaf paper.
3. Students will share background knowledge by using these writing prompts (10 minutes to record responses):
 - a. What have you learned about the Appalachian region historically?
 - b. What are some defining aspects of Appalachia? Have students select 5-6 adjectives to describe the region.

- c. What is the importance of "oral history," and what does that mean?
4. Next, ask students to number off in their small groups, then share what they know about the topic, ensuring that each person has a chance to speak.
5. Next, the instructor can hand out the definition of "Affrilachia" (link below) or display it on the board: [Affrilachia Definition](#). Ask students (by selecting numbers 2 and 3) to share their initial thoughts.
6. Next, share a video of Frank X Walker reading three short poems (6 minutes) [Frank X Walker – Studying Appalachia \(Summer 2016\)](#).
7. After the video, the instructor can utilize the information below to expand on why Frank X Walker created this definition along with the importance of making visible the experience of African Americans living in the rural and Appalachian South.
 - a. By coining the terms "Affrilachia" and "Affrilachian," Walker sought to upend assumptions about who is part of Appalachia.
 - b. Writer Chimamanda Ngozi Adichie has spoken of the [danger of the single story](#). When "one story becomes the only story," she said in a 2009 TED Talk, "it robs people of dignity."
 - c. Black Appalachians have long been, [as the poet and historian Edward J. Cabbell put it](#), "a neglected minority within a neglected minority."
8. Play the first 12 minutes of [Out-Migration: Spreading Appalachia Abroad - International Storytelling Center](#).
 - a. Ask students to create a web or visualization of their new collective knowledge/understanding of the definition of Appalachia in contrast to their original definition.
 - b. Have the students identify the stereotypes or racial biases they may have unknowingly had regarding the African American experience in Appalachia.

Unit 2: Importance of Oral History. How African Americans experienced Out-Migration and living in the rural and Appalachian South

Activity: Anchor Charts: Making Thinking Visible

Purpose: Anchor Charts build a culture of literacy in the classroom by making thinking visible: recording content, strategies, processes, cues, and guidelines during the learning process.

Posting Anchor Charts keeps relevant and current learning accessible to students: to remind them of prior knowledge (definitions of the Appalachian region) and make connections as new learning (importance of Oral History).

Students refer to the charts and use them as tools to answer questions, expand ideas, or contribute to discussions and problem-solving in class.

Materials

- Poster or chart paper
- Dark, easily visible markers

Procedure

1. Start class by viewing [Out-Migration: Spreading Appalachia Abroad - International Storytelling Center](#) starting at **16:18** with Omopé Carter-Daboiku reading an excerpt from Toni Morrison's *A Mercy*.
2. After viewing Omopé Carter-Daboiku reading an excerpt from Toni Morrison's *A Mercy*, use a series of guided questions (examples below) to begin building anchor charts (the instructor will want to focus the discussion on the importance of "untold experiences.")
3. Students will share background knowledge by using these writing prompts (10-15 minutes to record responses):
 - a. Why is oral history important, and how can it help us learn about our shared past?
 - b. What images were used in this excerpt to break down or reinforce stereotypes? Share an example.
 - c. Using the definition of Affrilachia, how do you think stories and experiences shape what we learn about history?
 - d. Let students add ideas to Anchor Charts as they apply new learning, discover interesting ideas, or develop useful strategies for problem-solving or skill application.
 - e. Ask each group to share their responses and identify any overarching themes.

Closing Activity

Have each student write a first-person narrative of what life was like for African Americans living in rural Appalachia.

The instructor may want to read/print out excerpts from the following resources for students to draw from:

- Article to further discuss: [Affrilachian Women](#)
- Inscoe, John C. (Ed.). *Appalachian and Race: The Mountain South from Slavery to Segregation*. Lexington, KY: The University Press of Kentucky, 2001.
- Turner, William H. and Edward J. Cabbell (Eds.). *Blacks in Appalachia*. Lexington, KY: The University of Press of Kentucky, 1985.
- Wagner, Thomas E. and Phillip J. Obermiller. *African American Miners and Migrants: The Eastern Kentucky Social Club*. Urbana & Chicago: University of Illinois Press, 2004.
- Wilkinson, Crystal. (2000). *Blackberries, Blackberries*. New Milford, CT: Toby Press, 2000.

Lesson 3 (Divided into Unit 1 & 2)

Unit 1: Why African Americans are crucial to the history and culture of Appalachia

Activity: Assign new groups of students (2-3 max) to research a lesser known activist, scientist, leader, artist, or an author that played a pivotal role within the Out-Migration time period.

Students will design a unique way to present these individual's contributions. Possible examples include: short play/skit (pre-recorded or performed live during class), creating a magazine with interviews on the individual and their work (presented visually through PowerPoint.)

Presentations are encouraged to be non-traditional; allow students to get as creative as they want.

Below is not an exhaustive list but a guide for instructors and students to choose from:

- Amy Arshward Garvey
- Katherine Johnson
- Mahalia Jackson
- Maya Angelou
- James Weldon Johnson
- Booker T Washington
- Attorney William J. Lewis
- Robert Terrell
- Dr. George E. Haynes
- W.E.B Dubois
- Langston Hughes
- Jacob Lawrence
- Matthew Henson

These are some great resources for the instructor to review before this unit.

- [A Better Way to Teach the Civil Rights Movement](#)
- [Six Unsung Heroines of the Civil Rights Movement](#)

The instructor can decide the best way to incorporate the above resources for this 1st activity.

Unit 2: Presentations-Peer Critiqued, General Protocols and Strategies

Purpose: This protocol can be used to offer critique and feedback on the presentation. It is important that students understand that the focus should be on offering feedback beneficial to the author/creator.

Materials

- Utilize anchor chart for feedback norms
- Optional: recording chart for peer feedback, one per student

Procedure

1. Begin with the norms of constructive criticism:
 - a. Be Kind: Always treat others with dignity and respect. This means we never use hurtful words, including sarcasm.
 - b. Be Specific: Focus on strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into why it is good or what, specifically, you like about it.
 - c. Be Helpful: The goal is to positively contribute to the individual or the group, not simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
2. As each small group presents, have students engage in constructive criticism of the presentation.
3. Following the presentations, have students record one new piece of information they learned from each presentation including their own.

	<p>Example of a peer and instructor review rubric: Peer Evaluation of a Group Presentation.</p>
Materials	<p>For all the activities featured within the lesson plans, I referenced these helpful protocols guide but incorporated my ideas and verbiage, Protocols.pdf</p> <p>This is an excellent lesson plan resource for the instructor would like to incorporate more concentrated content Southern Oral History Program</p> <p>Additional Resources for more focused content for instructors:</p> <ul style="list-style-type: none"> • More content on the-Highland Center • Background on Martin Luther King joining Highlander and developing the Southern Christian Leadership conference • Southern Christian Leadership Conference • Protests- The History of Racism in America History • Additional Activity: on privilege and social mobility (instructions in video link) • Students Learn A Powerful Lesson About Privilege • Present-day example: A African American woman describes the experience of being discriminated against in a grocery store: • Cracking the Codes: Joy DeGruy, A Trip to the Grocery Store <p>Difficult but essential conversations:</p> <p>The country's sordid history of lynching that is often neglected within education can be addressed with these powerful resources:</p> <ul style="list-style-type: none"> • This resource will help the teacher explain how lynching was used as racial terror and white supremacy: CONTENTS • Deeper explorations into motives behind this heinous crime History of lynching in America <p>Recommended readings and additional resources for instructors:</p> <p>Article to further discuss: Affrilachian Women</p> <p>Additional authors to help illustrate life in Appalachia:</p> <ul style="list-style-type: none"> • Inscoe, John C. (Ed.). <i>Appalachian and Race: The Mountain South from Slavery to Segregation</i>. Lexington, KY: The University Press of Kentucky, 2001. • Turner, William H. and Edward J. Cabbell (Eds.). <i>Blacks in Appalachia</i>. Lexington, KY: The University of Press of Kentucky, 1985. • Wagner, Thomas E. and Phillip J. Obermiller. <i>African American Miners and Migrants: The Eastern Kentucky Social Club</i>. Urbana & Chicago: University of Illinois Press, 2004. • Wilkinson, Crystal. (2000). <i>Blackberries, Blackberries</i>. New Milford, CT: Toby Press, 2000. <p>Notes on Materials:</p> <ul style="list-style-type: none"> • Supplies for break out activities (listed within lesson plans) • All articles, video clips, and PDF activity downloads are free and available via the web. I have highlighted them within the designated lesson plan or activity. • A TV or projector to view designed clips is not 100% necessary (I've provided alternatives)

	<ul style="list-style-type: none"> • Some materials can be printed out or read via a projector to the class • All podcasts listed can be played for free via Spotify or YouTube • Optional: Frank X Walker's book of poetry, AFFRILACHIA, can be purchased for the class.
Accommodations	<p>Different types of multimedia can be used on students' preferred method of learning. Visual aids, written lists/instructions, podcasts for those who retain better without visual stimulus added, and articles for reading comprehension that can also be read aloud by either students or the instructor.</p>