



INTERNATIONAL
STORYTELLING CENTER

**Curriculum Guide for Freedom Stories Discussion
“Do Black Lives Matter in Appalachia?”**

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there may be instances where certain instructional approaches are no longer useful, or where certain resources are no longer applicable.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	Building a Fuller Picture of Appalachia and the USA through Storytelling
Grade Band	10th Grade
Standard(s)	<p><u>Tennessee Social Studies Standards SSP.01:</u></p> <ul style="list-style-type: none"> • Collect data and information from a variety of primary and secondary sources, including: • Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) • Field observations/landscape analysis • Artifacts • Media and technology sources <p><u>Tennessee Social Studies Standards SSP.05:</u></p> <ul style="list-style-type: none"> • Develop historical awareness by identifying patterns of continuity and change over time, making connections to the present. <p><u>Tennessee Social Studies Standards AAH.07:</u></p>

	<ul style="list-style-type: none"> Identify the various ways Africans in the U.S. resisted slavery as well as their ability to buy their freedom. <p><u>Tennessee Social Studies Standards CI.23:</u></p> <ul style="list-style-type: none"> Analyze types, patterns, and attitudes regarding discrimination. <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u></p> <ul style="list-style-type: none"> 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><u>CCSS.ELA-LITERACY.WHST.9-10.8</u></p> <ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <p><u>CCSS.ELA-LITERACY.WHST.9-10.9</u></p> <ul style="list-style-type: none"> Draw evidence from informational texts to support analysis, reflection, and research.
Lesson Objective(s)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe Appalachia as a region and the history of African Americans in Appalachia by researching relevant topics. Analyze the importance of storytelling in the context of understanding history by responding to Mama Linda Goss's story of her great-great grandfather. Discuss how Black lives matter in Appalachia by participating in a discussion protocol. Situate their personal histories in the context of the national story by interviewing an elder and drawing connections to the lives of African Americans in Appalachia.
Essential Understanding/ Essential Question	<p>How can learning about Black lives in Appalachia help me experience a fuller narrative of the story of my nation, my region, and of my humanity? (Adapted from Kiran Singh Sirah's question in the introduction)</p>
Lesson Activities	<p>Lesson 1: What is Appalachia?</p> <ol style="list-style-type: none"> Warm-up: Gallery walk or presentation of images of African Americans in Appalachia. <ol style="list-style-type: none"> Print the pictures from the slideshow that begins the discussion and post them around the room. Play the music "Black Myself" by Amythyst Kiah (in the video discussion). Further tracks from the album "Songs of Our Native Daughters" are available on many music streaming platforms, including YouTube. Ask students to create a T-chart in their notes, labeling the left side "Notice" and the right side "Wonder." Explain to students that the "Notice" column is for noting observations and the "Wonder" column is for writing down questions.

- d. Allow students to view the images and take notes for 5-10 minutes.
 2. Gallery Walk alternatives: View up to the 5:41 mark in the discussion recording of [“Do Black Lives Matter in Appalachia?”](#) as a class and/or allow students to view the introductory slideshow independently on their computers.
 3. Lead a brief conversation based on students’ warm-ups:
 - a. What did students notice?
 - b. What do students wonder?
 - c. Based on this slideshow, what is Appalachia? What role have African Americans played in the history of the region?
 - d. What specifically do you want to know more about? (If necessary, prompt students to consider the people, places, and events in the images.)
 4. Create a list on the board of people, places, topics, and/or events to research. Ensure the list includes the following subjects from the slideshow:
 - a. People:
 - i. Booker T. Washington
 - ii. Photographer Ruddy Roye
 - iii. Nina Simone
 - iv. Carter G. Woodson
 - v. George Floyd protests
 - vi. Affrilachian poets, including Frank X. Walker
 - b. Places:
 - i. Blue Ridge Mountains
 - ii. Harlan County, KY
 - c. Topics:
 - i. Segregated schools
 - ii. The AME church
 - iii. Coal mining in Appalachia
 - iv. Appalachian and/or Affrilachian music
 - d. Events:
 - i. Umoja Festival
 - ii. Black Lives Matter rallies
 5. Tell students that their task is to learn more about African Americans in Appalachia by researching one person, place, topic or event from the gallery walk. Allow students to choose a topic of research or assign students to a topic. As they research, they should develop answers to the following questions:
 - a. What does this topic teach me about the region of Appalachia?
 - b. What does this topic teach me about the role of African Americans in Appalachia?
 - c. What does this topic teach me about the history of the United States as a whole?
 - d. What connections can I draw between this topic and what I have already learned about American history so far in my education?
 - e. What connections can I draw between this topic and what I know about the contemporary issues facing American society?

6. Allow students work time to research and develop answers to the prompts.
7. Conclusion: Lead a whole class discussion based on the guiding question:
 - a. What did you learn about Appalachia? What did you learn about African Americans in Appalachia?
 - b. How does what you learned about Black lives in Appalachia today help you experience a fuller narrative of the story of the United States? Of yourself?
8. Homework: Ask students to interview the oldest person they know and ask them to tell a story. (This is the same assignment Mama Goss was given as a girl. Her assignment was to interview a family member, but asking students to interview an elder more generally allows more options.) Students may record the conversation or take notes using the journalist's 5 Ws (who, what, where, when, why). Students should bring the story back for Lesson 4 in this series of lessons.

Lesson 2: The Role of Storytelling in History

1. Warm-up: Watch Kiran Singh Sirah's introduction to ["Do Black Lives Matter in Appalachia?"](#) (5:57 - 11:41).
 - a. Ask: Sirah states that there is no single story of the United States. What does this statement mean to you? Write five or more sentences, and include details from your research yesterday and/or details from the full discussion "Do Black Lives Matter in Appalachia?" in your response.
 - b. Allow students to share their responses with an elbow partner.
2. Lead a whole class discussion:
 - a. What is the difference between "history" and "storytelling"? What are the similarities? Guide students to recognize that "history" is presented as objective while "storytelling" is presented as subjective. Ask: Can any history be 100% objective?
 - b. What is the emotional impact of storytelling? What is the emotional impact of history?
 - c. Typically, when you read a "history book," does that book present you with many stories or a "single story?"
 - d. What role might storytelling have in helping us "engage with all the stories, the whole narrative," as Sirah put it? If no history is fully objective, what is the role of engaging multiple stories?
3. Watch Mama Linda Goss tell the story of her great-great-grandfather (11:43 - 39:42). Ask students to take notes based on the journalist's 5 Ws: Who, What, Where, When, Why. Who is Goss's story about? What did he do? Where was he? Etc.
4. As a class, write a summary in the style of an "objective history textbook." Who was Old George? What is his story?
5. Allow students time to brainstorm connections between the story of Old George and what they learned about Appalachia and African Americans in Appalachia yesterday. Where does Old George's story fit into the story of African Americans in Appalachia?
6. Lead a whole class discussion around the questions:

- a. Mama Linda Goss says that we know what happened “not from history, but from regular folks that passed things down the generations.” What argument does she make about history and storytelling?
 - b. What is the difference between “history” and the stories that “regular folks passed down the generations”?
 - c. What is the importance of telling stories?
7. Conclusion: Respond to the guiding question:
- a. What does Mama Linda Goss’s story of her great-great grandfather teach you about African Americans in Appalachia?
 - b. How does what you learned today help you experience a fuller narrative of the story of the United States? Of yourself?
8. Ask students to watch the remainder of “Do Black Lives Matter in Appalachia?” (39:42 - end) for homework or provide time during class for them to do so. Encourage students to take notes by writing down moments that stick out to them and any questions they have based on what the panelists say.

Lesson 3: Do Black Lives Matter in Appalachia?

1. Warm-up: Ask students to free-write on the statement “Black lives matter.” What does this statement mean to you? What does it make you think of? How does it make you feel?
2. Lead a whole-class discussion in which students share their ideas about Black Lives Matter. Collect their ideas in a mind-map or similar on the board or a piece of chart paper.
 - a. Alternatively, ask students to share their ideas with partners or small groups.
3. Ask students how the Black Lives Matter movement compares to the civil rights moment of the 1960s. Prompt them to consider what they already know about Jim Crow laws and school segregation.
4. Engage the ideas brought up in the discussion portion of “Do Black Lives Matter in Appalachia?” by using the Back-to-Back Face-to-Face protocol. ([Video description](#) and [PDF download](#).) Use the following questions:
 - a. What does it mean if something “matters”?
 - b. According to the panelists, do Black lives matter in Appalachia?
 - c. What is the importance of protest in Appalachia?
 - d. Think back over the gallery walk, Mama Linda Goss’s story, and the discussion among the panelists. What have you learned about the United States as a whole?
 - e. Which is more powerful: storytelling or history? Why?
 - f. How do you think we will know when all lives are valued equally in the United States?
 - g. “How can we leverage this political moment to encourage real change?” (as Dr. Turley asked.)
 - h. Can you identify any moments of real change that the Black Lives Matter movement has already spurred?
5. Conclusion: Remind students of the guiding question: How can learning about Black lives in Appalachia help me experience a fuller narrative of the story of my nation and of my humanity? Ask students to write a story about the United States, Appalachia, and/or

	<p>their own growth that incorporates details from the past three lessons.</p> <p>Lesson 4: “Please share it. Pass it on down.”</p> <ol style="list-style-type: none"> 1. Warm-up: Ask students to take out their notes and/or recordings of the interviews they conducted with elders. Using those resources, students should prepare to tell those stories to a partner. They may choose to write the story in the form of a paragraph or they may just create a series of notes to guide their storytelling. However, they prepare, they should be ready to tell the elder’s story aloud. Remind students that storytelling uses emotion and tension to entertain as well as to educate. 2. Provide time for students to “trade” stories with at least two partners. For each partner’s story, students should take notes using the journalist’s 5 Ws so they can refer to that story later. Prompt each student to write down the following for each story they listen to: <ol style="list-style-type: none"> a. Classmate’s name b. Name of elder classmate interviewed c. Relationship between classmate and elder d. Details of the story: who, what, where, when, why e. The emotions the story evokes 3. Ask students to look at all the individual stories they have heard and researched over the course of these lessons. Students should answer the following questions in their notes: <ol style="list-style-type: none"> a. What connections do you see among these stories? Make a list. b. What do these stories and the connections among them teach us about the story of the United States? c. What do these stories and the connections among them teach us about humanity? 4. Conclusion: Lead a whole class discussion: <ol style="list-style-type: none"> a. What have you learned over the course of these lessons? b. How does looking at many stories provide a more complete narrative of the United States? c. What do you think freedom movements will look like in the future? How will they be similar to the Black Lives Matter movement and/or the civil rights movement? How might they be different?
Materials	<ul style="list-style-type: none"> • Whiteboard, electronic whiteboard, and/or poster paper • Printed copy of the slideshow that begins the discussion • Technology to show a video to the whole class • Computers and internet access • Headphones for students to watch the video independently.
Accommodations	<p>If students need more support in researching the historical topics in Lesson 1, direct them to the following resources:</p> <ul style="list-style-type: none"> • “Ruddy Roye is TIME’s Pick for Instagram Photographer of 2016” in <i>Time Magazine</i>, a profile of a photographer whose photos appear frequently in the slideshow that begins the discussion • Coal Black Voices, a PBS documentary about the Affrilachian Poets

- [“Affrilachia,”](#) a blog post from Professor O’Connel’s Music History Blog about the music of Affrilachia, including many videos and performances
- [African Methodist Episcopal \(A.M.E.\) Church,](#) an overview from the Virginia Commonwealth Social Welfare History Project
- [Official Umoja Festival of Johnson City, TN](#) (scroll down for “What is Umoja” and “Umoja Festival History”), a description of and background about the Umoja Festival

To help students organize the information in the stories they hear throughout these lessons, provide 5 Ws graphic organizers, such as [this one from National Geographic](#). Students can use this graphic organizer when interviewing an elder, when taking notes on Mama Goss’s story, and when listening to each other’s stories in the final lesson.