

African American Landmark Tour: School Curriculum

Statement of Need

The Indiana University South Bend Civil Rights Heritage Center (CRHC) uses seventeen historically significant landmarks to share with the public the African American historical narrative in South Bend. The tour's goal is to offer a deeply engaging and accessible experience that turns the city itself into a living history museum, promoting lifelong learning for all who participate. Each place encapsulates the local and national civil rights historical narrative, describing in detail the daily successes and struggles of African Americans living in South Bend and telling the important stories of the people who pursued a more just and equitable city. The African American Landmark Tour is significant from an educational standpoint because it is a multicultural educational resource that provides histories, texts, beliefs, and perspectives of peoples from different cultural backgrounds. The African American Landmark Tour will make students more culturally viable and competent by challenging them to learn about and effectively engage with people from diverse cultural backgrounds.

Program Demand

The African American Landmark Tour is needed in schools for all students, grades K through 12. Similar to the statement of need, there is a demand for this program in schools because it is an important facet of multicultural education that will promote cultural competency and viability. The curriculum integration component will focus on the African American historical narrative in South Bend while simultaneously touching on the historical, cultural competency, and social justice strands needed in education. In addition, the curriculum integration component will support their knowledge and ability, and promote open-mindedness while challenging them to critically analyze issues specific to civil rights and social justice. While most schools touch on the Civil Rights movement and African American history, this curriculum provides an opportunity to include oral histories and local physical landmarks that are integral to teaching and learning this history.

Learning Outcomes and Objectives

Historical

1. By the end of the tour and the unit, students will be able to identify the cultural significance of each landmark by matching each site to a description and statement of importance.

2. By the end of the tour and the unit, students will be able to summarize what shared beliefs inspired the Civil Rights movement at both a local and national level through classroom discussions and debate.

Sociocultural

1. By the end of the tour and the unit, students will be able to critically analyze how culture impacts their own education through self-evaluating diary entries and group discussion.
2. By the end of the tour and the unit, students will be able to reflect on their own comfort level when talking about race through self-evaluating diary entries and group discussion.

Social Justice

1. By the end of the tour and the unit, students will be able to explore and discuss issues related to equity and social justice.

Leadership

1. By the end of the tour and the unit, students will be able to demonstrate leadership by collaborating and leading presentations that detail their experience on the tour and what they have learned as a result.

Standards

4th grade Social Studies Standards

4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana. By the end of the tour and the unit, students will be able to identify the cultural significance of each landmark by matching each site to a description and statement of importance.

4.1.9 Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century.

4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.

4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.

4.4.7 Identify entrepreneurs who have influenced Indiana and the local community.

8th grade Social Studies Standards

8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.

8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

11th grade Social Studies Standards

USH. 6.2 Explain the origins of the Civil Rights Movement in the North and South (1945-1960).

USH. 7.2 Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcom X) to bring about social justice during the Civil Rights Movement.

IS. 1.26 Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.

IS. 1.27 Examine the impact of the Civil Rights Movement of the 1960s and 1970s in Indiana through the actions of leaders and groups that were active in the movement.

Required Content

1. An in-depth book that will be available to the students in physical and downloadable formats with information about each site on the Tour. (Coming May 2023) (Recommended for 11th grade students or older.)
2. aalt.iusb.edu website that can be accessed from the student's Chromebook, tablet, or phone.
3. <https://www.tolerance.org/classroom-resources>
 - a. A resource that includes lessons, unit plans, student texts, teaching strategies, and films that touch on some of the themes that teachers might highlight in their classroom such as rights and activism, race and ethnicity, and class.

Activities

1. Visiting the Sites
 - a. Each teacher will have access to a book that provides in-depth information about each site.

- b. Listening to oral histories on each leg of the tour.
 - c. Notebooks to take field notes/ journal entries.
2. Classroom discussion and debate
3. Assessment:
 - a. Group or individual presentations detailing their experiences going through the tour and what they learned as a result.
 - b. Summary reflections
4. Mock *South Bend Tribune* articles in the style of a “Feature Piece”. Students will write an article featuring one landmark or one person they learned about on the tour and conduct further research to determine the contributions they made to local and/or national civil rights history.