

Commissioner of Education's African American History Task Force

11:35 a.m. | Session 2

*From Required Instruction to
High-Quality Instruction:
Elevating African American
History Through Inquiry,
Literacy and Benchmark
Alignment*

Speaker: Dr. April Slade, Duval
County Schools

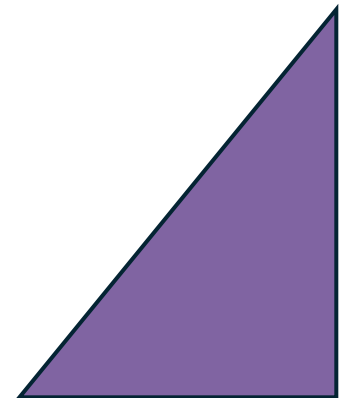


***Elevating African American History
Through Inquiry***



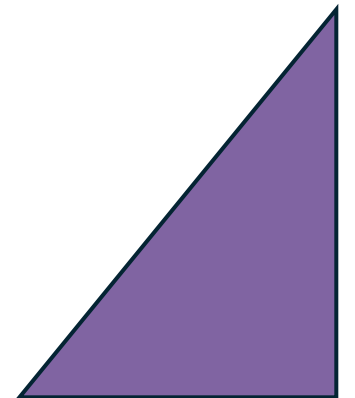
Setting the Foundation

- Section 1003.42(2)(h), Florida Statutes
- Required instruction expectations
- Embedding African American history across curriculum



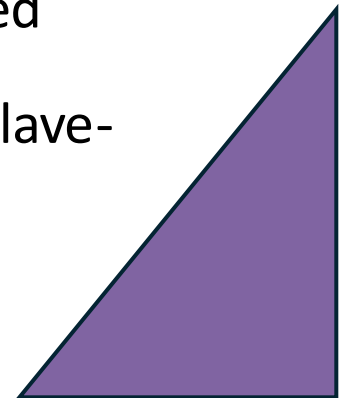
Goal: Increase Student Thinking

- Move beyond compliance to high-quality instruction
- Integrate inquiry, literacy, and primary sources
- Provide actionable strategies for classrooms



Benchmark Alignment

- **SS.4.AA.1.1**-Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel “Chappie” James, Bob Hayes, Sylvia Fowles).
- **SS.68.AA.1.3**-Examine the evolution of the labor force in the use of indentured servitude contracts.
Clarification 1: Instruction includes the comparative treatment of indentured servants of European and African extraction.
Clarification 2: Instruction includes the transition from an indentured to a slave-based economy.



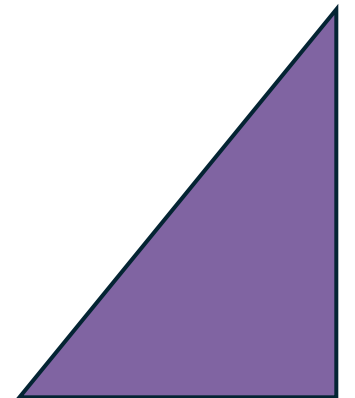
Benchmark Alignment

- **SS.912.AA.2.5**-Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.

Clarification 1: Instruction includes how different states passed laws that gradually led to the abolition of slavery in northern states (e.g., gradual abolition laws: RI Statutes 1728, 1765 & 1775, PA 1779, MA & NH 1780s, CT & NJ 1784, NY 1799; states abolishing slavery: VT 1777).

Clarification 2: Instruction includes the Constitutional provision regarding fugitive persons.

Clarification 3: Instruction includes the ramifications of the Dred Scott v. Sandford decision.





FORMULA FOR SUCCESS

$$5 + 5 + T1 + T2 + T3$$

5
CHARACTERISTICS OF BENCHMARK-ALIGNED, HIGH-QUALITY INSTRUCTION

- Horizontally and Vertically Aligned
- Balanced Instructional Approaches
- Student-Centered
- Instruction Informed by Data (Assessments)
- Implements Tiered Instruction

5
ASSESSMENT TYPES TO GATHER STUDENT DATA

- Screening
- Progress Monitoring
- Diagnostic
- Formative
- Summative

T1
CORE INSTRUCTION FOR ALL STUDENTS

- Systematic
- Scaffolded
- Differentiated
- Inquiry-Based
- Explicit
- Progress Monitoring

T2
SUPPLEMENTAL INSTRUCTION FOR SOME STUDENTS

- Systematic
- Small Group Scaffolded Instruction
- Differentiated Opportunities to Practice Targeted Skill(s)
- Guided Inquiry-Based
- Explicit
- Frequent Progress Monitoring
- Occurs in Addition to Tier 1

T3
INTENSIVE INSTRUCTION FOR FEW STUDENTS

- Systematic
- Smaller Group or One-One Scaffolded Instruction
- Differentiated Guided Practice
- More Guided Inquiry-Based
- Explicit
- More Frequent Progress Monitoring
- Occurs in Addition to Tier 1 and/or Tier 2

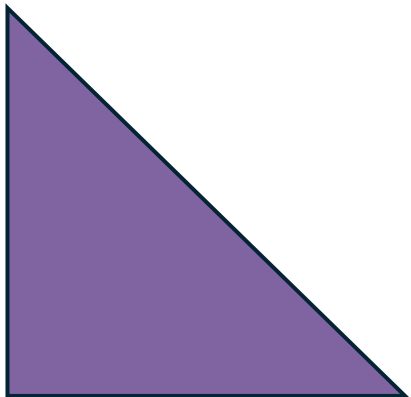
Successful implementation of Florida's Formula for Success includes ways to provide access for ALL students, including students with disabilities (SWD) and English Language Learners (ELL), and incorporates Universal Design for Learning (UDL) principles. Additionally, corrective feedback occurs in all instructional approaches.

Florida's Formula for Success

BENCHMARKS-ALIGNED INSTRUCTION

STUDENT-CENTERED LEARNING

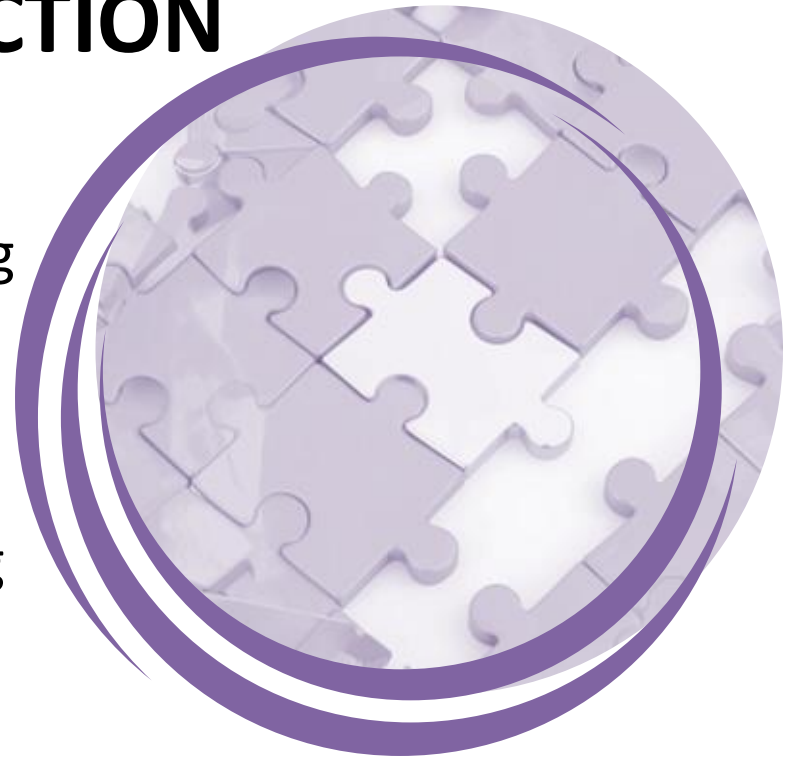
DATA-DRIVEN PRACTICES



BENCHMARKS-ALIGNED INSTRUCTION

We are not just teaching topics—we are teaching to the cognitive demand of the benchmark.

Key principle: If the benchmark says "examine," students should be analyzing, not just identifying or recalling facts.



Cognitive Verbs

Benchmarks use specific verbs that define expected thinking skills.

Reflect Demands

Instruction and assessment must match cognitive demands.

Match Thinking

Align your teaching to the level of thinking required.

STUDENT-CENTERED LEARNING

Rigor is not about how much we teach, it's about how deeply students think.

Key Principle: Instruction must align to the cognitive demand of the standard.



Student Ownership of Learning

Students do the thinking, not just receive information. Tasks require evidence-based responses.

Inquiry-Driven Instruction

Instruction is driven by inquiry and questioning.

Active & Engaged Learning Environment

Learning includes discussion, analysis, and writing. Teacher acts as facilitator, not just lecturer.

DATA-INFORMED PRACTICES

Data should inform instruction, not just report it.

Key Principle: Use real-time data to adjust teaching and improve student outcomes.



Using Data to Inform Instruction

Instruction is informed by multiple data sources. Use FAST PM/Unit test data to identify trends and gaps.

Analyzing Student Evidence

Analyze student work (writing, assessments, exit tickets). Monitor misconceptions and adjust instruction in real time.

Targeted Instruction & Intervention

Use data to group students for targeted support. Align reteaching and enrichment to specific standards

COMPLEX TASKS AND OUTCOMES

If students can't explain their thinking, the learning isn't deep enough.

Key Principle: Evidence-based responses are essential for mastery.



Alignment to Cognitive Demand

Tasks align to the cognitive demand of the standard. Questions require explanation, not just recall.

Rigorous Learning Experiences

Tasks include writing, discussion, and problem-solving. Compare perspectives using primary sources.

Evidence of Deep Understanding

Outcomes demonstrate deep understanding and application of content. Students cite evidence from multiple sources.



Elementary Complex Task Example

SS.4.AA.1.1-Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel “Chappie” James, Bob Hayes, Sylvia Fowles)

“Which African American leader made the greatest impact on Florida and why?”

“Democracy is for me, and for 12 million black Americans, a goal towards which our nation is marching. It is a dream and an ideal in whose ultimate realization we have a deep and abiding faith.” – Mary McLeod Bethune

- What does this quote mean?
- Why might education and equality be important to Bethune?

Elementary Complex Task Example



Task Requirements:

- Identify at least two leaders
- Use evidence from sources
- Explain impact (not just contributions)
- Compare leaders to justify thinking

Student Product Options:

- CER paragraph (Claim, Evidence, Reasoning)
- Short essay
- Oral presentation

Expected Outcomes:

- Identify leaders and contributions
- Explain impact using evidence
- Compare ideas and justify a claim
- Demonstrate deeper understanding beyond basic recall

EXCERPT

. . . the said Cooper Hughs Freedman with his wife and one other woman, and the said Charles Roberts with his wife Hannah and one boy are to work on said farm and to cultivate forty acres in corn and twenty acres in cotton, to assist in putting the fences on said farm in good order and to keep them so and to do all other work on said farm necessary to be done to keep the same in good order and to raise a good crop and to be under the control and directions of said IG Bailey. . .

Middle Grades Complex Task Example

SS.68.AA.1.3-Examine the evolution of the labor force in the use of indentured servitude contracts.

Clarification 1: Instruction includes the comparative treatment of indentured servants of European and African extraction.

Clarification 2: Instruction includes the transition from an indentured to a slave-based economy.

“How did and why did the labor system shift from indentured servitude to slavery?”

Analyze indentured servant contracts and slave codes. Compare treatment of European vs. African laborers. Examine causes of the shift to a slave-based economy

Middle Grades Complex Task Example

Task Requirements:

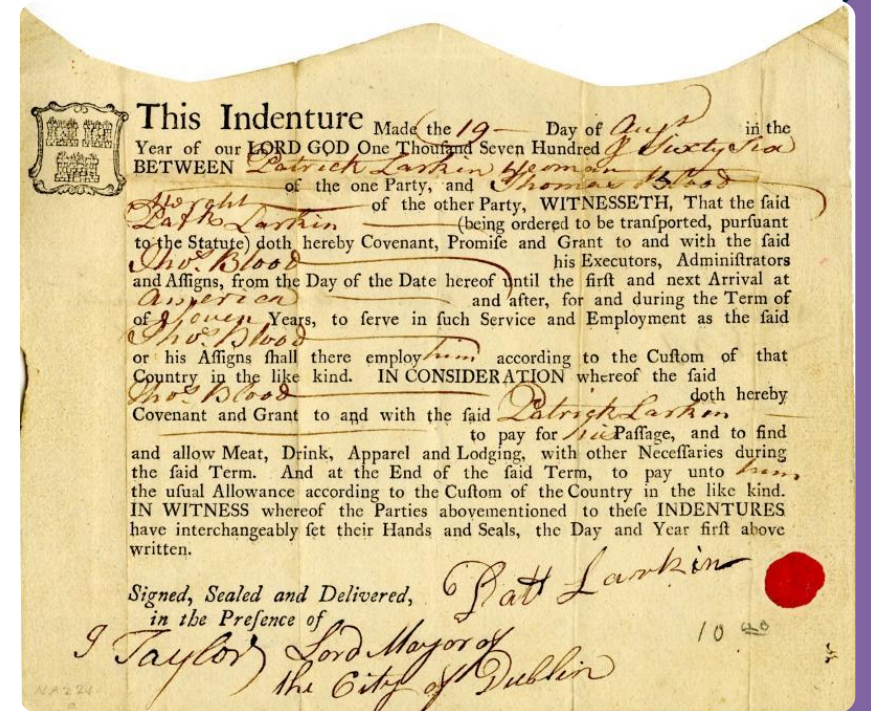
- Analyze primary sources (indentured servant contracts, slave codes)
- Compare treatment of European vs. African laborers
- Explain the transition to a slave-based economy
- Use evidence to support cause-and-effect reasoning

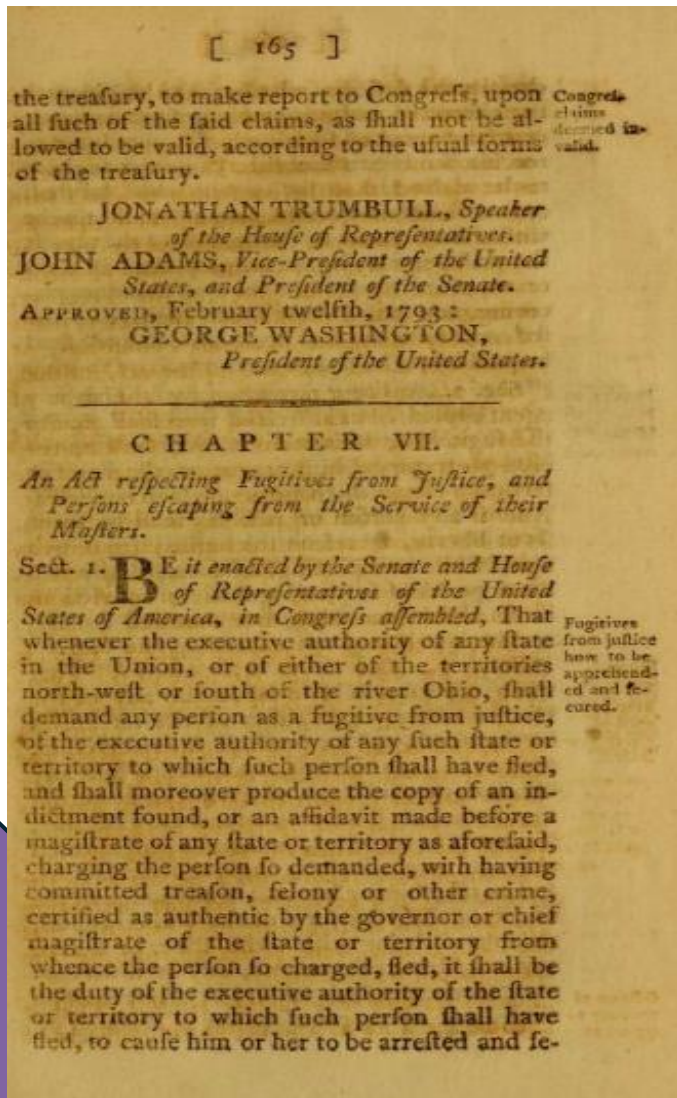
Student Product Options:

- CER paragraph (Claim, Evidence, Reasoning)
- DBQ-style written response

Expected Outcomes:

- Students explain differences in labor systems
- Students analyze cause and effect of historical change
- Students cite evidence from multiple sources
- Students justify claims using historical reasoning





High School Complex Task Example

SS.912.AA.2.5-Examine how federal and state laws shaped the lives and rights for enslaved and free Africans in the 18th and 19th centuries.

Clarification 1: Instruction includes how different states passed laws that gradually led to the abolition of slavery in northern states (e.g., gradual abolition laws: RI Statutes 1728, 1765 & 1775, PA 1779, MA & NH 1780s, CT & NJ 1784, NY 1799; states abolishing slavery: VT 1777).

Clarification 2: Instruction includes the Constitutional provision regarding fugitive persons. *Clarification 3:* Instruction includes the ramifications of the Dred Scott v. Sandford decision.

“How did federal and state laws shape the rights of enslaved and free Africans in the 18th and 19th centuries?”

Examples of documents to analyze:

- State abolition laws (e.g., PA 1779, NY 1799, VT 1777).
- The Fugitive Slave Clause (Constitution).
- The impact of Dred Scott v. Sandford.

Use multiple sources to explain different points of view and how laws either reinforced or challenged rights.

High School Complex Task Example



Task Requirements:

- Compare laws across different states and time periods
- Analyze cause and effect of legal decisions
- Use primary source evidence (laws, court cases)
- Develop an evidence-based argument

Student Product Options:

- CER paragraph (Claim, Evidence, Reasoning)
- DBQ-style written response

Expected Outcomes:

- Students explain how laws shaped rights and freedoms
- Students analyze legal and historical impact over time
- Students cite evidence from multiple sources
- Students construct and defend historical arguments



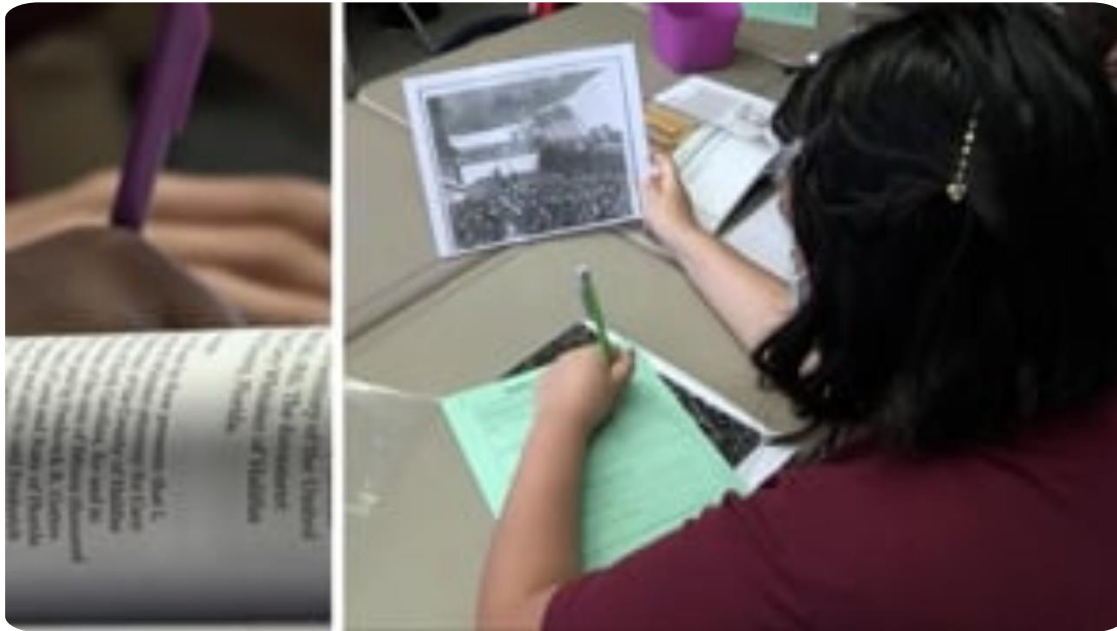
From Compliance to Excellence

- Shift from isolated events to daily instruction.
- Embed African American History across content areas.
- Focus on depth, not surface coverage.



Vertical Alignment K–12

- Build complexity across grade levels.
- Develop historical thinking skills.
- Align tasks to standards.



High-Quality Instruction

- Primary source analysis
- Inquiry-based questioning
- Academic vocabulary
- Literacy integration
- Formative assessment



Eartha M.M. White

Florida's Remarkable Community Leader

SS.4.AA.1.1. Identify African American community leaders who made positive contributions in the state of Florida

Elementary Model (K–5)

- Use biographies and informational texts
- Focus on contributions and civic impact
- Integrate reading and writing tasks

Elementary Example

- Analyze speeches and historical figures.
- Use guiding questions.
- Connect to student experiences.

1. What role did Clara White and her husband play in Bertha's life?
 - A. They were her teachers at school.
 - B. They adopted her and raised her.
 - C. They were her neighbors who helped occasionally.
 - D. They were her biological parents.
2. Which service does the Clara White Mission currently offer to homeless veterans?
 - A. Only free clothing once a month.
 - B. A one-stop program with meals, showers, mail service, and housing help.
 - C. Only job applications without meals.
 - D. Free movie nights each week.



K–5 Student-Created Research Lessons

Example Topics:

4th Grade: (SS.4.AA.1.1)

- The Life of Eartha M.M. White
- The History of LaVilla

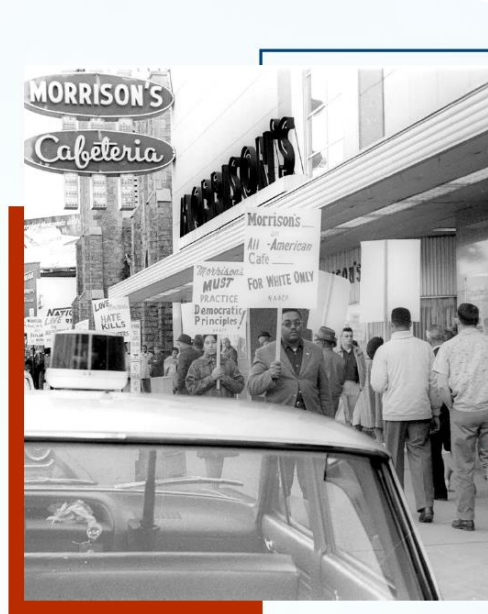
5th Grade: (SS.5.AA.1.6)

- Lincolnville



Middle School Model (Grades 6–8)

CIVIL RIGHTS PROTESTS IN JACKSONVILLE, FLORIDA: THE 1960S STRUGGLE FOR EQUALITY



- Case studies
- Analyze causes and consequences
- Use structured discussion protocols

Youth Council Leads the Way

The NAACP Youth Council, led by Rutledge Pearson (a local teacher) and Rodney Hurst (a 16-year-old student leader), organized many of Jacksonville's civil rights protests. In 1960, they began conducting "sit-ins" at downtown lunch counters where Black customers were not allowed to be served. Young protesters would sit quietly at these counters, facing harassment, threats, and sometimes violence, while demonstrating peaceful resistance against unfair treatment.



01

Check for Understanding

How did the actions of young people in Jacksonville's civil rights movement demonstrate citizenship? What lessons can we learn from their example today?

Middle School Example

- Document-Based Questions (DBQs)
- Collaborative learning
- Evidence-based responses

6–8 Student-Created Research Lessons

Example Topics:

M/J US History: (SS.8.AA.5.7)

- The Life and Influence of James Weldon Johnson

M/J Civics: (SS.7.CG.2.3)

- Civil Rights Protests and The First Amendment: A Case Study of Jacksonville

M/J World History: (SS.6.W.1.6)

- African Influences in Jacksonville's Gullah Geechee Culture



High School Model (Grades 9–12)

- Voting Rights analysis
- Multiple perspectives
- Policy and civic engagement tasks

The Voting Rights Act of 1965

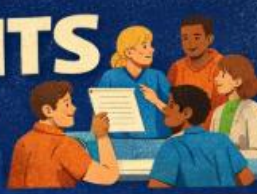
The Voting Rights Act represented a turning point in the fight for equal voting rights:

- Prohibited literacy tests and other discriminatory voting practices
- Established federal oversight in areas with history of discrimination
- Created "preclearance" requirement for changes to voting laws in certain jurisdictions
- Provided federal registrars to ensure fair registration processes
- Led to dramatic increases in African American voter registration
- Initially included parts of Florida under preclearance requirements
- Faced challenges in 2013 when the Supreme Court invalidated key provisions in *Shelby County v. Holder*



VOTING RIGHTS JIGSAW

Become Experts & Teach Your Class!



1. Form 6 Expert Groups

- ★ Historical Restrictions
- ★ NAACP History
- ★ Voting Rights Act
- ★ Modern Challenges
- ★ NAACP Today
- ★ Amendment 4 Case Study

2. Research & Create

- What is the problem?
- Who is affected?
- Why does it matter?
- What solutions exist?

Make a:

- Small Poster or
- Google Slide



3 Facts
1 Image
1 Question

3. Teach Your Peers

- Rotate & Share
- 2-Minute Lessons

Exit Ticket

— Which issue affects voting the most today & why?



High School Example

- Primary source evaluation
- Argumentative writing
- Real-world connections

9–12 Student-Created Research Lessons

Example Topics:

World History: (SS.912.AA.3.13) (SS.912.W.7.11)

- The Role of African Americans from Jacksonville in WWII and Global Conflicts.

American Government: (SS.912.CG.2.2)

- Voting Rights and Legal Activism in Jacksonville – A study of legislation and impact, including the role of the NAACP

Personal Finance: (SS.912.AA.3.7)

- Black-Owned Businesses in Jacksonville: Springfield, Phoenix, Afro-American Life Insurance Company, Etc.



Instructional Toolkit

- Lesson planning template
- Primary source protocols
- Formative assessment examples
- Cross-curricular strategies



Reflection

- Reflect on your own professional practices. What are some ways you can adjust your instructional delivery to ensure benchmarks-aligned high-quality instruction?
- What practices can you implement immediately? What are some long-term goals you can set?

Call to Action

- Move from events to embedded instruction
- Build teacher capacity
- Focus on measurable student outcomes

QUESTIONS?



DUVAL COUNTY
PUBLIC SCHOOLS