# B. Historical Thinking Analysis Activity (5 days)

### **Standards**

HS.UH.I.UE.2 Gather information from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.

HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives.

### **Skills**

Analysis, Thinking Like a Historian

## **Activity Steps**

Students will use the Chronicles of African Americans in the Horse Industry to research jockeys and other horsemen of their choice that established the horse racing industry in the United States, followed by the analysis of primary documents about those individuals.

#### **Day 1**

Students will access and become familiar with the Chronicle of African Americans in the Horse Industry website. Theme sections to focus on would be: “Before Emancipation” and “Separate Is Not Equal.” Read through as many stories and profiles for individuals as you can and take notes as to which people you are most interested in researching more deeply.

#### **Day 2**

Students will locate and select the best primary sources for two jockeys/trainers of their choice from CAAHI. Using the supporting questions created in the previous activity, students find documents that answer those questions. The teacher should finish the class time by reviewing and discussing the analysis method from the Historical Thinking Chart. (see Additional Resources below)

#### **Day 3**

Students will use the Historical Thinking Chart to analyze both primary documents they located for each of their jockey/trainers using the 4 step process: sourcing, contextualizing, close read and corroboration.

#### **Day 4**

Students will create a chart that compares the experiences of these horsemen. Students will share their findings with the class on a joint document.

#### **Day 5**

Students will use the combined document to answer the supporting questions in a class discussion. This is followed by a teacher led conclusion for the compelling question (from the previous activity). Reflection of the process will be accomplished at the end of the class time for this lesson.

### **Additional Resources**

Students will enhance their understanding of the political powers that impacted these men using additional research from the bibliography that includes access to the following, and other sources chosen by students:

“Jim Crow in the Saddle: The Expulsion of African American Jockeys from American Racing”

“Jim Crow” Classroom materials

“Rich history in recovery Black Jockeys” by the Baltimore Sun.

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#### **Teacher Resources**

“Historical Thinking Chart.” Stanford History Education Group, Stanford University, sheg.stanford.edu/history-lessons/historical-thinking-chart.

“What Is PBL?” PBLWorks, Buck Institute for Education, [www.pblworks.org/what-is-pbl](http://www.pblworks.org/what-is-pbl).

Berri, David. “The Disappearance Of The African-American Jockey.” Forbes, Forbes Magazine, 11 June 2018, [www.forbes.com/sites/davidberri/2018/06/11/the-disappearance-of-the-african-american-jockey/](http://www.forbes.com/sites/davidberri/2018/06/11/the-disappearance-of-the-african-american-jockey/).

History.com Editors. “Jim Crow Laws.” History.com, A&E Television Networks, 28 Feb. 2018, www.history.com/topics/early-20th-century-us/jim-crow-laws.

“Jim Crow and Segregation.” Teachers Guide Primary Source Set - Library of Congress, http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/pdf/teacher\_guide.pdf.

“Kentucky Academic Standards for Social Studies.” Social Studies - Kentucky Department of Education, 2019, education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx.

Leeds, Michael and Hugh Rockoff. 2017. “Jim Crow in the Saddle: The Expulsion of African American Jockeys from American Racing.” Philadelphia, PA: Temple University, Rutgers University.

McKee, Sandra. “Rich History in Recovery Black Jockeys: After More than 100 Years of Being Written out of Horse Racing's Past, African- American Riders Are Finally Being Recognized for

Their Contributions.” Baltimoresun.com, 12 Oct. 2018, www.baltimoresun.com/news/bs-xpm-1997-05-14-1997134123-story.html.