The Historical Impact of Racism on the American Horse Industry

Created by Lorrie Fraley

for

The Chronicle of African Americans in the Horse Industry

www.AfricanAmericanHorseStories.org

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| **Summary** |
| This module explores and proves the damage of slavery and racism on American society, politics and economic freedom through Inquiry Based Learning, Historical Thinking Analysis, and Project Based Learning. |

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| **Grade Levels, Subjects, Standards** |
| 9-12  United States History, Kentucky History, Economics  Kentucky Academic Standards for Social Studies HS.E.I.Q.1, HS.E.I.Q.2, HS.UH.CH.1, HS.UH.CE.5, HS.UH.KH.1, HS.UH.I.UE.2, HS.UH.I.CC.3, HS.UH.I.UE.1 |

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| **Time Requirements** |
| 1. Inquiry Based Learning: 4 class days 2. Historical Thinking Analysis #1: 4 to 5 class days 3. Project Based Learning: 5 to 10 class days. 4. Historical Thinking Analysis #2: 2 class days 5. Cross-Curricular and Project Options: 2 to 10 class days |

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| **Chronicle Theme and Resources** |
| Before Emancipation and Separate is Not Equal  Person profiles, stories, and related research per student interest or teacher selection |

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| **Goals** |
| 1. Students will be able to use primary documents that have been analyzed in order to determine the social normalizing of segregation and the removal of Black leadership from the horse industry. The study of this action will expose to students the promotion of racial inequality and how it impacted the American horse industry from 1877 to present. 2. Students will successfully use research and evaluate Chronicle sources: lives & experiences of jockeys, trainers and owners before and after 1904. 3. Students will be able to use sourcing, contextualizing, close read and corroboration while evaluating primary sources. 4. Students will be able to create compelling and supporting questions and demonstrate their importance to developing sound research. 5. Students will be able to use project based learning to communicate their knowledge and conclusions from research questions that lead to answers. |

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| **Guiding Question and Key Concepts** |
| Compelling Question: Did political forces and financial stakeholders work together to promote white supremacy in the horse industry, then and now?  Supporting Questions:   * Who were the political forces in the horse industry during the late 18th century through the 20th century? * Who were the financial stakeholders of the horse industry in the late 18th century through the 20th century? * Which African Americans in the horse industry during this period, late 18th - 20th c were impacted by political and economic discrimination? * What events took place that promoted white dominance in the horse industry? * What percentage of jockeys, trainers and owners are African American in the horse industry today? |

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| **Vocabulary** |
| Apprentice Jockey  Dark Horse  Derby  Exercise Rider  Finish Line  Flat Racing  Furlong  Gallop  Groom  Horsemanship  Jim Crow Laws  Jock Mount Fee  Jumping  NHRA  Purse  Segregated  Thoroughbred  Trainer  Win, Place, Show |