

Program Title: Underrepresented American History Trivia

PROGRAM DEVELOPER		PROGRAM LENGTH		DATE IMPLEMENTED	
Joseph Mastrocola		Estimated:	Actual	11/4/14	
		1 hour	1 hour		
CURRICULUM AREAS		PROGRAM SUMMARY			
	Lifelong Learner	<p>The purpose of this program is for students to see how much they know about the American history that isn't always taught in the classroom and to act as a reminder that American history wasn't just created by white males.</p>			
	Identity				
	Ethical decision Making				
	Goal Setting and Planning				
	Time Management				
	Study Skills/Test Taking Strategies				
	Personal Wellness				
	Positive Risk Taking				
	Relationships				
x	Appreciation on Differences				
	Community Membership				
PROGRAM SIZE					
		3-10 students			31-40 students
x		11-20 students			41-50 students
		21-30 students			50+ students
SSL:					
A.2 understanding that group and cultural influences contribute to human development, identity, and behavior [MCSBS-1]					
A.3 identifying unexamined cultural, historical, and personal assumptions and misconceptions which affect their interactions with others [SSL-II.A]					
LEARNING OBJECTIVES (Audience, Behavior with action verb, Condition, Degree) Essential knowledge, concepts, skills, performances...					
Students will be able to work together to answer trivia questions about underrepresented peoples in American History.					
Students will be able to recognize facts they previously didn't know and understand why they are important to know.					
MATERIALS			PREPARATION / MANAGEMENT		
Attach copies of materials designed/selected for student/instructional use					
The Trivia questions, dry erase makers, laminated papers, a prize			Create the trivia questions.		
INSTRUCTIONAL PROCEDURES					
INTRODUCTION (hook, focus, key question, motivation)					

	Open the program by first saying students will have the chance to win a cake. This will get them excited. Then explain that to win the cake they must win the trivia program. Tell the students that too often in American classrooms, not enough focus is given to non-whites who also helped shape America. Explain to students that typically when non-whites do show up in history textbooks, the textbooks only focus on how these people were victims. Explain to the students that these trivia questions will mainly focus on when those without power fought back to better the lives of everyone.
BODY OF PROGRAM (Active, student engagement, learning, developing)	
	Split the students into teams. Then ask each trivia question one at a time. Give students ample time to try to work out the answer. After each team has a response have them all reveal their answers. Keep a tally of how many questions each team answers correctly. Repeat this process for every trivia question.
CLOSURE (summary, wrap-up)	
	The program comes to a close when all the trivia questions have been used. Make sure to have a tiebreaker question if there is a tie. Complete the program by announcing the winner and getting feedback on what students learned, what they liked about the program, and why they think so many schools fail to teach them all this great history.
EXTENSIONS AND/OR RELATED ACTIVITIES List and describe	
The program was so successful, I'm thinking of doing other trivia categories, like LGBT trivia or world history trivia.	
SOURCES USED IN PREPARATION OF THIS LESSON PLAN List and describe	
NA	
REFLECTION ON STUDENT LEARNING, ASSESSMENT & LESSON IMPLEMENTATION (What worked, didn't work, will do differently and next steps)	
Students were attracted to the program because of the possibility to win a cake. After the program was over, students who didn't win the cake still enjoyed attending the program. The big thing that worked nicely was using dry erase markers and paper towels because it allowed them to write their answers nice and big. I think in the future I would probably make the questions a bit easier since students did not know nearly as much as I thought they would, which I guess says something about the American education system and our lack of teaching the history of non-white Americans.	

African American

Frederick Douglass said blank would set you free (reading)

The free man who was kidnapped and sold into slavery, and later wrote 12 Years a Slave, was this man (Solomon Northup)

Name 2 of the "Big Six" members of the Civil Rights Movement (Whitney Young, Roy Wilkins, A. Phillip Randolph, John Lewis, James Farmer, Martin Luther King Jr.)

Illinois Mathematics and Science Academy

Brown v. Board of Education ended the legal claim to racial segregation. Which Board of Education was Brown suing. (Board of Education of the city of Topeka Kansas)

He was the first African-American to be elected to the Supreme Court (Thurgood Marshall)

Asian American

This island was often referred to as the Ellis Island of the West due to the high number of immigrants who were processed there. (Angel Island)

In 1978, this Japanese rights group successfully fought for the U.S. government to pay reparations to those citizens who were put in camps during WWII. (Japanese American Citizens League)

Filipino students who to the U.S. to study medicine, agriculture and other fields from 1903 to 1910 were known as this. (pensionados)

This act repealed the Chinese Exclusion Act of 1882. (Magnuson Act)

Asian American cultural movement in the 1960s that advocated self-acceptance and fought racism and ethnic prejudice. (Yellow Power Movement)

Latin American

This civil rights activist cofounded the National Farm Workers Association (Cesar Chavez)

In 1947, this Supreme Court case determined that racial segregation of children of Latin descent was unconstitutional. (Mendez v Westminster)

LULAC is a nationwide activist group for Latin Americans. What does LULAC stand for. (League of United Latin American Citizens)

Who was the first Hispanic Supreme Court Justice (Sonya Sotomayor)

Who is the current Governor of Puerto Rico (TBD)

Native American

Name three of the Five Civilized tribes displaced by the Indian Removal Act of 1830. (Chickasaw, Choctaw, Muscogee-Creek, Seminole, and Cherokee)

This Olympic athlete is considered the greatest all around athlete of all time, despite having his Olympic medals revoked. (Jim Thorpe)

He was the 31st Vice President, and the first Vice President with significant Native American heritage. (Charles Curtis).

This Native American war leader Oglala Lakota fought against the U.S. government for encroaching on his people's lands. (Crazy Horse)

This piece of legislation passed in 1968, guaranteed many basic civil rights that Native Americans had been fighting for, for years (Indian Civil Rights Act or Indian Bill of Rights)

Women

Illinois Mathematics and Science Academy

This Boston woman helped reform the prison system and created the first generation of American mental asylums. (Dorothea Dix)

These Southern American Quakers were early advocates of the abolitionist movement. (Sarah and Angelina Grimke)

This woman was heavily involved in the temperance movement and became infamous for attacking bars with a hatchet. She was arrested 30 times for “hatchetations”. (Carrie A Nation.)

This “muckraker” journalist became famous for her negative expose of John D. Rockefeller and the Standard Oil Company (Ida Tarbell)

This famous abolitionist wrote Uncle Tom’s Cabin (Harriet Beecher Stowe)