

**THE HISTORY OF BLACK BEACHES IN MARYLAND
FOR EDUC 202**

IN THIS PACKET YOU WILL FIND:

- 1. OUTCOMES ASSOCIATED WITH EDUC 202**
- 2. GUIDING QUESTIONS FOR DISCUSSION**
- 3. LESSON PLANS THAT CAN BE SHARED WITH OR ADAPTED FOR 202 STUDENTS**
- 4. EVALUATION RUBRICS**
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This lesson explains the characteristic features of Maryland and explains how problems (i.e.: the racial divide and the unknown racial history of historically Black beaches) and how they emerged within the State of Maryland and transformed institutions (like schools, public beaches and parks, etc.).

EDUC 202 Learning Outcome #1: *Explain characteristic features of a metropolis and explore how persistent problems, institutional transformations, and creative expression may emerge from this environment*

How this lesson can be used to discuss with EDUC 2020 students:

- 1. student-centered learning** (since studying beaches was the students' idea and they are driving their own learning)
- 2. collaborative action research** (since you and the students wanted to find out more about beaches and are now actively researching them)
- 3. social studies** (geography, history, sociology, and human anthropology -- the whole lesson centers on who occupied what spaces throughout history and how does that history shape our lives today?)

Teacher's Statement:

Culturally Relevant Teaching

I created this lesson because if we as teachers fail to acknowledge the identities of our students they will not buy-in to not only what we are teaching but they will not feel welcomed, accepted, safe, and valued by us as the educator. I envision myself incorporating responsible strategies which enlighten, promote and support minority student success both in and out of the classroom. My overall goal is to accept students where they are and guide them to believe in themselves as they lift themselves to a higher level.

I have had the opportunity to teach cross-curricular lessons with the CTE Department on a regular basis. As this allows the students the opportunity to conduct research and integrate technology into the classroom assignments. Many of the students do not realize that there are African American Beaches all around the United States. Students do realize that discrimination does exist but did not recognize or have a pulse that it occurs in the field of tourism. The students had the opportunity to embrace their future profession and better understand the importance of doing their best in the industry. The students did not truly grasp the importance of social awareness in and out of the classroom. They also learned that racism, stereotyping and negative perceptions do not just exist on the corners they hang on but also in the workplace. I now see that I was eliminating the viewpoints and feedback on a larger arena as it related to teaching this lesson. My perspective was extremely limited prior to implementing this lesson. After upgrading this lesson plan, I can also see the need to cater to the various learning styles and multiple intelligences of students. I plan to achieve this by utilizing printed and electronic media references and dialogue within the classroom.

Discussion Questions for EDUC 202:

How can a teacher's lived experiences influence curricular decisions?

How does the study of Black beaches reflect what you are learning about "null" and "hidden" curriculum?

Consider as many intersections that you can (individually or in small group) between Black beaches and: geography, economics, sociology and politics. How do each of the factors impact school policy and what happens within urban classrooms?

LIBRARY LESSON PLAN
GRADES 7-8
Teachers: D. Penn

Lesson Topic	Tribute to African American Historical Beaches PowerPoint Presentation
Standards Addressed	<p>AASL C. Share III-Collaborate 1- Involving diverse perspectives in their own inquiry processes.</p> <p>AASL D. Grow I-Inquire 3-Enacting new understanding through real-world connections.</p> <p>Standard 3.0- Technology for Learning and Collaboration: Use a variety of technologies for learning, promote creativity, encourage collaboration, and increase productivity.</p> <p>Standard 5.0- Technology for Information Use and Management: Use technology to locate, gather and organize information.</p> <p>Standard 6.0- Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions.</p> <p>Standard 5.0: History- Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p>Standard 2.0: Peoples of the Nations and World-Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>CCSS SL. 11-12.2- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CCTC HT 6.1 Research career opportunity based upon their fit with personal career goals in the hospitality and tourism industries.</p> <p>CCTC HT 6.2- Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the pathways.</p>
Materials	MS Powerpoint, a LCD projector, Internet browser and connection, computer, SMARTboard to project the slide show, printer, handout and grading rubric.
Instructional Objectives	Students will explore various African American Historical Beaches by researching information from various Internet sources and

	demonstrate their knowledge of the individuals by creating and presenting a Powerpoint slide presentation.
Prior Knowledge	Students have researched their material, chosen their information for their slide show, and know how to use MS Powerpoint.
Motivation	Students name terminology related to creating a PowerPoint. <i>Ex. slide, clip art, design, insert, copy/paste, transition, text field, font and toolbar</i>
Procedure	<p>Teacher will discuss the Tribute to African American Historical Beaches Project, including the rubric requirements. Teacher will allow ample time for questions from students for clarification. Research information will be examined by teacher to provide feedback.</p> <p>Research an African American Historical Beaches that have contributed in some way to benefit the lives of people of color. Gather research through books or the Internet. Create a bibliography page/slide in your presentation/report. Student must find research from at least <u>three</u> different sources. Please refer to www.easybib.com.</p> <p><u>What to include in your research:</u></p> <ul style="list-style-type: none"> • Full Name and Nickname of Beach • Who created and/or founded the beach? • Why did the beach close, if closed? • Past location of the beach • Beach background history • What is in the current beach location today, if still in existence? • Why was a "black" beach needed/required in the tourism industry? • What activities were conducted at the beach? • What books have been written on the beach? • What was the financial or economic status data of the beach patrons? • Did anyone try to save the beach? • What were the contributions to the community by the beach, if any? • What was the experience(s) like at the beach for patrons? • Interesting facts about the beach: <ul style="list-style-type: none"> ○ What was the beach like? ○ Was the beach supported by any church/educational/professional organizations? ○ List important dates which affected the beach. • Summarize how the beach's contributions helped to improve tourism industry. <p>Students will save their work to a flashdrive to give to the teacher for their presentation and rubric assessment.</p> <p>Students will present their Powerpoint slide show to the entire class. Classmates will critique and ask questions of each student pertaining to the presentation.</p>
Differentiation/	Teacher will assist students who are having problems with MS

Modifications	Powerpoint or comprehending the research information through asking follow-up questions for clarification and assisting with Internet research. Students will be given direct guidance or peer guidance as needed to complete the research. Student needs will be met depending on the student's IEP.
Assessment	A teacher created rubric will be used to assess the students Powerpoint presentation. Students receive two separate grades based on the rubric guidelines: One for chosen material used and researched within the presentation & one for appropriate use of Powerpoint. Classmates will critique and ask questions of each student pertaining to the presentation.

Guided Questions	
What are the lesson objectives?	Introduce students to the concept of research as well as African American history and tourism. Allow students to interpret the selected beach's historical data. Process information based on cultural and differences from other beaches. Research entrees and desserts produced by the selected chef of choice to create and prepare a PPT.
Why is this lesson appropriate for these students?	This lesson allows students to review and learn information on various beaches. Students will also look at other tourism skills required to view this as a viable profession. This lesson will also allow student to examine cultural differences and how they play a pivotal role in the field of tourism.
Identify the number of students taught, grade level and objectives for the lesson.	Ten to twenty-four students per class setting, Secondary Education (Grades 10-12), introduce students to the concept of tourism and allow students to interpret historical research data. Process information based on cultural and regional differences, research policies and procedures of multiple states.
What aspect of the lesson do you feel that you can upgrade?	The writing portion could be graded. I would upgrade the writing portion by making it a main focal point, providing a rubric, providing a graphical organizer for students to organize their ideas and a group discussion will be enlisted after students present their PPT's.
What element from resources can enhance the lesson?	I would use the various methods of differentiated instruction featured through the various modules such as research packets, Cornell Notes and have students construct rough drafts before typing into the PPT.
What key factors influenced you to choose this specific lesson?	Cultural Awareness Racial Stereotypes Reading for Understanding of Historical Data

Thinking about cultural relevance and responsiveness, in what ways will this lesson reflect this shift in your practice?	The project will reflect the cultural awareness of beaches in all parts of the world and the African American history community. Another reflection will be the awareness of racial stereotypes experienced by individuals who work in the field of tourism.
How will this lesson impact the whole child?	It will allow students to look at beaches from around the United States and form their own opinion of their experiences based on the historical research data.
How will you assess the new strategies implemented?	The assignment will be assessed by using rubrics and the traditional grading system.

10th Grade	Powerpoint Presentation
11th Grade	Powerpoint Presentation
12th Grade	Powerpoint Presentation

Grading Rubric for Tribute to African American Beach Project

	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Each member's information is represented in slides and identified with their name.	Presentation flows well. Tools are used correctly. Each member's information is represented in slides and identified with their name. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding. Each member's information is represented in slides and identified with their name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information.	Presentation has no flow. No tools used. Insufficient information and lacking some of the members' information.
Slide Transitions	Transitions are smooth. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides	Very few transitions are used and/or they distract from the presentation.	No transitions are used.
Pictures, Clip	Images are	Images are	Most images	Images are	No images

Art Background	appropriate. Layout is pleasing to the eye.	appropriate. Layout is cluttered.	are appropriate	inappropriate.	
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling and or grammar errors. Text is copied.
Technology Connection	Comprehensive use of technology is apparent.	General understanding of technology.	Acceptable understanding of technology.	Little understanding of technology.	No understanding of technology.
Bibliography	A completed and accurate bibliography is included at the conclusion of the presentation		Bibliography is included, notation mistakes are evident		A bibliography is not included within the presentation

Name(s) _____

Period _____

Subject _____

Total _____ Score _____

RESOURCES

[**Margaret Taylor-Burroughs Beach, Chicago, Illinois**](#) Chicago's Margaret Taylor-Burroughs Beach is a very important piece of Chicago's history. This is the stretch of shoreline where [Eugene Williams was killed 27 July 1919 by White beachgoers](#), indignant that he had crossed an invisible segregation line in the water. The Chicago Race Riot began here, between 25th and 29th Streets, in response to Williams' murder. The beach was named after Margaret Taylor-Burroughs in 2015.

[**Highland Beach, Maryland**](#) Highland Beach is the first Black owned beach resort in Maryland, established in response to segregation.

[**Chicken Bone Beach, Atlantic City, NJ**](#) Located at Missouri Street in Atlantic City, this stretch of beach was once segregated. Currently this beach now has a heritage society promoting black culture & unity in the area. Read more [here](#) about Chicken Bone Beach.

[**American Beach, Jacksonville, Florida**](#) American Beach is Florida's first African American beach

[**Inkwell Beach, Oak Bluffs in Martha's Vineyard, Massachusetts**](#) is an incredible waterfront community and an important destination for African Americans for over 100 years.

[**Havens Beach Sag Harbour, Long Island, NY**](#) After WWII Sag Harbor became an important waterfront haven for the local Black community, as well as Black tourist during

[**Atlantic Beach, South Carolina**](#) During the Jim Crow era Atlantic Beach (the Black Pearl) was a rare waterfront refuge for local domestic workers, tobacco farmers, and Black tourists from all over Eastern USA.

[**Carr's Beach, Maryland**](#) During the 50's and early 60's, Anne Arundel County was still segregated and the beach for Negroes in Annapolis, and the beach communities of Highland Beach, Arundel-On-The-Bay and Columbia Beach in the county. Carr's Beach was the most famous of the beaches and was affectionately called "The Beach".

[**Sparrow's Beach, Maryland**](#) Mary "Florence" Carr Sparrow (1890 – 1989) was the owner of Sparrow's Beach, a private beach that Florence ran as a successful business for over 40 years. She had a vision of making this place an enjoyable and family-oriented establishment that every African-American could enjoy during the time when African-Americans were treated unfairly and as second-class citizens.