

INQUIRY DESIGN MODEL



Compelling Question

How did African Americans shape and experience life in Appalachian coal camps during the early to mid-20th century, and how are their contributions remembered today?

Standards and Practices

Social Studies: 5.E.KE. 1; 5.G.MM.1; 5.G.HE.1; 8.1.UE.1; 8.1.CC.5
ELA: RI.5-8.1; RI.5-8.3; RI.5-8.6; RI.5-8.7

Staging the Question

Artifact Gallery Walk:

In pairs, students explore various artifacts that have been placed throughout the classroom.

These should include images, physical artifacts if possible (a piece of coal, a miners hat, pick), quotes or short excerpts, a map of Kentucky that shows locations of coal mines, etc.

As students review the artifacts, they should note things they notice, questions they have, and things they know. Then, the teacher should lead a discussion about themes, topic, and background knowledge.

Summative Performance Task

Students will create a museum exhibit that showcases an aspect of the African American Experience in Appalachian coal towns.

Extension

Students will visit the Coal Mining Museum in Lynch, KY.

Taking Informed Action

Students will write letters to the editor for the local newspaper or create podcasts that explain the importance of including the African American experience while studying history by explaining what they learned throughout this unit.

**Supporting
Question 1**

What factors prompted African American families to migrate to Lynch, Kentucky, during the coal boom?

**Formative
Performance
Task**

Cause-and-Effect Mapping Activity:

Students create a visual map linking causes (e.g., economic opportunities, recruitment efforts, segregation) to the migration of African American families to Lynch.

Objective: Understand the multifaceted reasons behind the migration

**Supporting
Question 2**

What were the living and working conditions for African American coal miners and their families in Appalachian coal communities?

**Formative
Performance
Task**

After researching, reading, and examining sources, students will create a class mural visual arts project that showcases aspect of life for African Americans in these communities focusing on housing, work environment, & family and social life.

Each student will also complete a piece of writing to explain the connections between their learning & art.

**Supporting
Question 3**

In what ways did segregation manifest in coal mining communities' social, educational, and economic structures?

**Formative
Performance
Task**

Students will complete a hexagonal thinking map activity. Each student will be responsible for creating 2 hexagons different from the teacher created hexagons and will also be required to write about 3 of their connections.

**Featured
Sources**

-*Canva Mind-Map Creator*
-Turner, William. "Blacks Moving Between Alabama & Appalachia." *The Harlan Renaissance*. West Virginia University Press, 2021.

-*Oral Histories:*
researchworks.oclc.org+3ket.org+3explorekyhistory.ky.gov+3-Migration Settlement Project: digitalsouth.unc.edu
- William Turner. "In A Coal Mine, Everybody is Black; Outside, Not so Much." *The Harlan Renaissance*. West Virginia University Press, 2021.-
[https://explorekyhistory.ky.gov/items/show/557-](https://explorekyhistory.ky.gov/items/show/557)
<https://www.aaihs.org/documenting-black-appalachia/>