

Road Trip to the Future: Exploring Historically Black Colleges and Universities

Mariana DeLoera, Ryan Rahhal
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Time Frame 90 minutes

Essential Question(s)

- How is equal access and opportunity supported in higher education?

Summary

In this lesson, students learn the history, culture, and importance of Historically Black Colleges and Universities. Students begin by becoming familiar with some of the many famous and successful people who attended HBCUs. Then, after reading a short article about the history of HBCUs, they perform their own research on an institution of their choice. Students then develop an elevator speech about the institution they researched to share with the rest of the class. This lesson is designed to work in tandem with a campus visit to an HBCU, but it can also work well as a standalone lesson.

Learning Goals

- Analyze the historical background of HBCUs.
- Examine which HBCU best aligns to personal and academic goals.

Attachments

- Lesson Slides-Road Trip to the Future HBCUs.pptx
- Research Project—Road Trip to the Future HBCUs-Spanish.docx
- Research Project—Road Trip to the Future HBCUs-Spanish.pdf
- Research Project—Road Trip to the Future HBCUs.docx
- Research Project—Road Trip to the Future HBCUs.pdf
- The Rise of HBCUs—Road Trip to the Future HBCUs-Spanish.docx
- The Rise of HBCUs—Road Trip to the Future HBCUs-Spanish.pdf
- The Rise of HBCUs—Road Trip to the Future HBCUs.docx
- The Rise of HBCUs—Road Trip to the Future HBCUs.pdf

Materials

- Lesson Slides (attached)
- The Rise of Historically Black Colleges and Universities handout (attached, one per student)
- Research Project handout (attached, one per student)
- Devices with internet access
- Pens/pencils

10 minutes

Engage

Use the attached **Lesson Slide** to guide the lesson. **Slide 2** contains the shortened lesson title.

Move to **slide 3** and introduce the modified version of the Tell Me Everything instructional strategy. Explain to students that you will be showing them a series of different individuals. As you showcase their image, you will provide students with a brief background about each individual. As you walk students through each slide, they should consider what the individuals might have in common.

Display **slide 4** and give a brief overview of the individuals showcased on the slide. Repeat this step until **slide 8**.

Teacher's Note

If you wish to shorten the activity, chose 4-5 individuals from the list to showcase.

Display **slide 9** and pose the following question to the class: *From politicians to entertainers to corporate America, what do all of these successful African Americans have in common?*

Encourage a few students to share their responses. Move to **slide 10**. Explain to students that all the individuals mentioned on the slides have attended and graduated from a Historically Black College or University.

Explain to students that HBCUs are institutions that were established with the intention of providing access to higher education to the African American community.

Transition to **slide 11-12** to review the lesson objectives and essential question.

20 minutes

Explore

Display **slide 13.** Explain to students that they will be watching "The Importance of HBCUs" video. As they watch the video, they should make note of what stands out to them. *Stop the video at the time stamp 5:35.* Invite students to share their responses after the video.

Once students have shared out, display **slide 14**. Distribute the attached handout titled **The Rise of HBCUs**. Using the Stop and Jot strategy, instruct students to pause after each section and summarize what they have learned in the appropriate section of the handout.

After students have completed the reading and filling out the handout, have them discuss their ideas with their Elbow Partner. Once time has been provided to discuss with partners, facilitate a class discussion to review the key points of each section.

25 minutes

Explain

Divide students into groups of 3 and distribute the attached **Research Project** handout to each student. Move to **slide 15**. Explain to students that with their group they are going to select one HBCU to research using “The Hundred-Seven HBCU” list. Once each group has selected an institution, explain to students that they will complete the handout provided to guide their research.

Teacher's Note: Planning for a Campus Visit

If your class is completing this lesson in preparation for upcoming campus visits to Historically Black Colleges and Universities, it may be helpful to have students research the institutions they will be visiting. Otherwise, you can let students decide the institution they will research.

Teacher's Note: Selecting Institutions

Students will select the tab labeled "HBCU List" and choose one school they want to research as a group. In order to help decide which school to research, invite students to look first at the schools by state, displayed on the right-hand side of the list. Once they have determined which state they are interested in, they should look for that school on the left side. You can also assign schools to groups or have them choose from a smaller list you have curated. Make sure no two groups research the same school.

Once each group has selected a school, as a class review the instructions on the top of the Research Project handout where it is labeled "Group Research." Instruct students to use Page 2, labeled “Notes Organizer,” to fill in their information. Take a moment to walk students through each category, providing a short explanation of the expectations.

Students can conduct their research directly from the school’s website, but if they use any other resources, they should list those on the right-hand side of the Notes Organizer.

Teacher's Note: Guided Practice

If you wish to model the activity, choose a school from the list and select a category from the Notes Organizer to fill in.

Instruct students to focus only on the research portion of the handout at this moment.

35 minutes

Extend

Move to **slide 16** and introduce the One-Pager instructional strategy. Once students have completed the research portion, explain that they are going to create a digital one-pager to represent the institution they researched. Students can use platforms such as Canva, Google Draw, or Google Slides to create their poster. Alternatively, one can be done on poster paper.

Use the instructions on the Research Handout labeled “One-Pager Instructions & Requirements” to review expectations of what to include. Emphasize to students that they have plenty of freedom in how they choose to present information in the charts but are expected to create well-organized and easy-to-read charts with correctly spelled words. They are also expected to include all the required elements outlined in the instructions.

Allow time for students to work. Once students have completed their one-pager, transition to **slide 17** and introduce the Elevator Speech instructional strategy. Explain to students that in their groups they need to prepare a 60-90 second elevator speech regarding the institution they have researched. The goal is to persuade students that their school is the one they should visit in the future. One member of each group should be prepared to deliver the speech. They can use a notecard with notes if needed.

Allow students 5-7 minutes to prepare their speeches. Once they have completed them, have students take turns delivering their speech.

5 minutes

Evaluate

Transition to **slide 18** and have students complete an Exit Ticket with the following questions:

- Which institution aside from your own appeal to your interests the most? Explain why.
- How is equal access and opportunity supported in higher education?

Have students turn in their Exit Ticket before the end of class.

Optional Activity: If Preparing for an Upcoming Visit

If your students are preparing for an upcoming campus visit, consider switching the Exit Ticket questions and have students prepare questions to ask on the campus visit.

Follow-Up Activities

Consider following up this activity by taking students on a campus visit. Use The Hundred-Seven to help narrow down what HBCUs are in your state or in your surroundings.

Research Rationale

HBCUs have had an enduring commitment to supporting and housing a safe space of unfettered creativity for African Americans in order for them to reach their highest potential. It is a place where their voices are heard and affirmed (Albritton, 2012; Van Camp, et. al., 2010, Bracey, 2017). When an African American student is surrounded by African American peers, professors, leaders, and professionals, it enables them to see a broad range of positive African American role models, which is instrumental in their growth and development as a professional (Albritton, 2012).

Resources

- Johnson Research & Development Co., Inc. (n.d.). Lonnie Johnson with Super Soaker and Nerf toys. https://invention.si.edu/invention-stories/meet-lonnie-johnson-man-behind-super-soaker
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Canva. Tech tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Elevator speech. Strategies. https://learn.k20center.ou.edu/strategy/57
- K20 Center. (n.d.). Google drawings. Tech Tools. https://learn.k20center.ou.edu/tech-tool/629
- K20 Center. (n.d.). Google slides. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2335
- K20 Center. (n.d.). One-pager. Strategies. https://learn.k20center.ou.edu/strategy/72
- K20 Center. (n.d.). Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/168
- Marshall, Thurgood. (2006). In M. I. Urofsky (Ed.), Biographical encyclopedia of the Supreme Court. http://library.cqpress.com/scc/bioenc-427-18168-979368
- NASA. (2016, Dec 10). American actress and singer Taraji P. Henson. https://www.flickr.com/photos/nasahqphoto/31525359096/
- NBA on TNT. (2021, March 7). Spike Lee, Common, 2-Chainz & More Discuss the Importance of HBCUs | NBA All-Star 2021 [Video]. *YouTube*. https://www.youtube.com/watch?v=RMohxcEn-dw
- Public Affairs Office. (2010, Jan 14). Martin Luther King Jr. addresses a crowd from the steps of the Lincoln Memorial where he delivered his famous, “I Have a Dream,” speech during the Aug. 28, 1963, march on Washington, D.C. Retrieved from MARINES: https://www.mcasiwakuni.marines.mil/Images-photos/igphoto/255288/
- The Hundred-Seven. (n.d.). HBCU Listing. The hundred-seven. https://www.thehundred-seven.org/hbculist.html
- TNT Sports US. (2021, March 7). Spike Lee, Common, 2-Chainz & More discuss the importance of HBCUs: NBA All-Star 2021 [Video]. *YouTube*. https://www.youtube.com/watch?v=RMohxcEn-dw
- USA Today. (n.d.). Kamala Harris. Vice President Kamala Harris: A look at her political career. [Photograph]. https://www.usatoday.com/picture-gallery/news/politics/2019/01/21/kamala-harris-through-years/2635835002/
- Watch the Yard. (2017). Starbucks just named Alpha Kappa Alpha soror Rosalind Brewer as its new chief operating officer. [Photograph]. https://www.watchtheyard.com/akas/rosalind-brewer-alpha-kappa-alpha/
- Wikimedia Commons. (2022). Erik Drost & Chris Paul. [Photograph]. https://commons.wikimedia.org/wiki/File
- Wikimedia Commons. (2024, April 12). Megan Thee Stallion. [Photograph]. https://commons.wikimedia.org/wiki/File
- Wikimedia Commons. (2016). Oprah Winfrey.[Photograph]. https://commons.wikimedia.org/wiki/File