

PLUACLD663: *Honoring Our People and Sharing Our Stories:  
A Look at the Past to Prepare for the Future*  
2019  
(PLU Standard: Diversity)

**Description:**

In this professional study, participants will study the history of the people of Alabama in order to inform educational decisions that school systems will need to make in the next five to ten years to better serve a diverse community of learners. They will also examine demographic and school data to determine how their students can become active and engaged citizens, and how they, as educational leaders, can better interact with their community members and community leadership to impact diversity and culture in their schools.

Participants are required to attend three and a half days of face-to-face professional learning sessions, develop a lesson activity to demonstrate learning, reflect on and respond to questions from additional readings after the sessions, and based on their readings, collect community demographic data that they will use in their schools to reinforce diverse learning.

**Phase One: Completed after attendance of professional development session and submission of learning activity**

Participants are required to attend three and a half days of face-to-face professional learning sessions and develop a lesson activity to demonstrate learning.

**Participants may choose one of the following host sites to attend:**

**June 10-13, 2019**

- Grades 3-6: Legends and Stories of Native and African-American Cultures  
Poarch Creek Community Center, Atmore
- Grades 3-6: Sharing the Stories of Northwest Alabama  
Tennessee Valley Museum of Art, Tuscumbia (Florence)
- Grades 10-12: Social Justice and Civil Rights in the Cotton Kingdom  
Alabama Department of Archives and History, Montgomery
- Grades 10-12: Mobile Remembers World War II  
History Museum of Mobile, Mobile
- Grades 10-12: Cultivating America's Story: The History of Alabama Through the Heritage of the Black Belt  
University of West Alabama, Livingston

**June 17-21, 2019**

- Grades 3-6: Where the River Meets the Mountains: Voices from Appalachian Alabama  
Scottsboro Chamber of Commerce, Scottsboro
- Grades 3-6: Our Stories: The Heart of Who We Are  
Lincoln Professional Development Center, Birmingham
- Grades 3-6: Voting with Our Feet  
Alabama Department of Archives and History, Montgomery

- Grades 3-6: Mobile: Telling Our Stories  
University of South Alabama, Mobile
- Grades 3-6: Our Roots Run Deep: Digging Up Alabama's Rich Farming Heritage  
Wiregrass Museum of Art, Dothan

### June 24-27, 2019

- Grades 3-6: Learning About Alabama Through the Arts  
Tuscaloosa Public Library, Tuscaloosa
- Grades 3-6: Telling Alabama's Story: A Community Perspective  
NPS Selma Interpretive Center, Selma
- Grades 3-6: Alabama's Longleaf Pine: A Closer Look  
Solon Dixon Forestry Education Center, Andalusia
- Grades 3-6: Mines, Mills, and Mules in Shelby County and the Surrounding Areas  
American Village Rotunda, Montevallo
- Grades 10-12: Small Town Voices of Alabama  
Eufaula Carnegie Library, Eufaula

### July 8-11, 2019

- Grades 3-6: Alabama: Celebrating our People, Places, and Stories  
EarlyWorks Children's History Museum, Huntsville
- Grades 3-6: Racing Through the History of Talladega County  
Alabama Institute for the Deaf and Blind, Talladega
- Grades 10-12: Alabama's Constitution Through Citizens' Eyes and Voices  
Huntsville Museum of Art, Huntsville

### July 15-18, 2019

- Grades 3-6: The Three C's: Alabama and the Creek War, Cotton, and Civil Rights  
Caroline Marshall Draughon Center for the Arts and Humanities, Auburn
- Grades 10-12: Using Our Stories to Understand Our Place  
Jacksonville State University Inservice Center, Anniston

### Phase Two: Book/Articles Study and Reflections **DUE OCTOBER 15, 2019**

The book and article study in phase two will help participants understand our patterns of living and relating with each other and how the past informs the future. In the reflections, you will discuss how the readings inform you about the diversity of your community and school, and how they intersect in the school and impact educational decisions. Knowing what you know about your community and your school will assist you in the prediction of a teacher's or an instructional practice's success in your school.

1. Read assigned chapters of *Alabama: The Making of an American State* by Edwin C. Bridges and respond to provided prompts.
  - pp 23-25, pp 32-38 stopping at "Settling the Mississippi Territory,"
  - pp 57-60 stopping at "The Alabama Territory,"

- pp 76-82 stopping at “Two-Party Politics,”
- pp 93-99 stopping at “Alabama Mobilizes for War,”
- pp 112-124 stopping at “Rebuilding the Economy,”
- pp 140-146 stopping at “Cultural Variety,”
- pp.151-165 starting with “Protests, Populism, and Reaction” and stopping with “Innovation and Growth,” pp 205-222

2. Read designated articles, primary and secondary source documents and submit reflections. (see supporting documents for reflection questions)

#### LINKS TO REQUIRED READINGS (Attached and linked)

- *You Have to know History to Actually Teach It*  
<https://portside.org/2014-01-12/you-have-know-history-actually-teach-it>
- *Thinking Like a Historian*  
[http://loc.gov/teachers/tps/quarterly/historical\\_thinking/article.html](http://loc.gov/teachers/tps/quarterly/historical_thinking/article.html)
- *The Challenge That’s Bigger than Fake News*  
[https://www.aft.org/sites/default/files/ae\\_fall2017\\_fake-news.pdf](https://www.aft.org/sites/default/files/ae_fall2017_fake-news.pdf)
- *Hungry for History (attached)*

#### Phase Three: Research and Data Collection **DUE March 26, 2020**

In phase three, participants will be required to (1) analyze school data, community census data, and find pertinent articles to help in the development of a diversity/cultural plan of action, and (2) present findings to your faculty at a data meeting, solicit feedback to assist in the development and implementation a Diversity/Cultural Plan of Action. Your school data, the census data that you use, and the readings will help point you to a direction of better planning for expansion and for demographic understanding. (see supporting documents for activities)

1. Using demographic data from the U. S. Census (<https://www.census.gov/quickfacts/fact/table/AL/PST045217#viewtop>) , check the overall population estimate for your county, city, or town.
2. Using your school population data and your community population data, discuss the diversity that exists or does not exist in your school.
3. Look at your faculty composition. Record the percentage of your instructional and support staff that is white, African-American, Asian, Hispanic, and American Indian. Record the percentage of your instructional and support staff that is male and female. Compare these demographics with your student population.
4. Using the data collected, compared, and analyzed, present your findings to your faculty and staff.  
\*The research and analysis of the community data and the teacher feedback will be used to guide the development of a Diversity/Cultural Plan of Action for the school. (KWL chart for faculty use is attached.)



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