
**SUBMISSION GUIDELINES FOR
ASALH ARTICLE AND CORRESPONDING LESSON PLAN**

ASALH's *Black History Bulletin* is dedicated to enhancing teaching and learning in the area of history. Its aim is to publish, generate, and disseminate peer-reviewed information about the African American in U.S. history. Its purpose is to inform the knowledge base for the professional praxis of secondary educators through articles that are grounded in theory, yet supported practice.

The *Black History Bulletin* welcomes articles written with a focus on: (1) middle school U.S. history, (2) high school history, and (3) teacher preparation in social studies methods.

Tangible works to be included in the *Bulletin* are items such as lesson plans and pullouts, ranging from teacher "how-to" to biographical and/or informational pieces about African Americans for students to read. These materials will be used to supplement teachers' lesson plans and textbooks. Teachers will be exposed to the hidden gems of information about African Americans that were omitted from their textbooks in their own secondary school and postsecondary teacher preparation programs.

When planning articles and corresponding lesson plans to be submitted, please make note of the Black History Bulletin issue themes .

2007 Issues: Black History Bulletin Theme- Differentiating US History Instruction: Voices of Special Educators (Volume 70, Number 1)
ASALH Black History Month Theme - Carter G. Woodson and the History of Multiculturalism (Volume 70, Number 2)

2008 Issues: Black History Bulletin Theme- Eradicating the Achievement Gap (Volume 71, Number 1)
ASALH Black History Month Theme - To be announced by ASALH (Volume 71, Number 2)

2009 Issues: Black History Bulletin Theme – To be announced by Black History Bulletin Editors (Volume 72, Number 1)
ASALH Black History Month Theme -To be announced by ASALH (Volume 72, Number 2)

Articles should be no more than 7 typed, double-spaced pages, including endnotes. The *Chicago Manual of Style* MUST be used for citations.

Submitted manuscripts will be peer-reviewed. Your cover letter should include the title of your manuscript, your name, postal address, email address, phone number, and fax number. Your manuscript should begin with the title of your manuscript and your name (see template).

Please direct inquiries to the editors, E-mail your manuscript (Microsoft Word) to the editors. Include in the subject line, "***Black History Bulletin***," for reference.

Co-editors:

Alicia L. Moore, Ph.D.
Southwestern University
1001 University Avenue
Georgetown, Texas 78626
512-863-1975
moorea@southwestern.edu

La Vonne I. Neal, Ph.D.
University of Colorado at Colorado Springs
1420 Austin Bluffs Parkway
P.O. Box 7150, COH 6
Colorado Springs, CO 80933
719-262-4111
lneal@uccs.edu

The following template MUST be used for article *and* corresponding lesson submission.

ARTICLE GUIDELINES

1. **ARTICLE TITLE** (In all caps)
2. **Author's Name**
3. **Article Text**

Content/Focus for article preparation

Articles published in The *Black History Bulletin* should accomplish some or all of the following:

- Deal with current education issues and/or trends or crucial education policy issues related to social studies education
- Provide ideas, concepts, solutions or perspectives
- Describe the context of the selected *Black History Bulletin* topic in terms of demographics and other considerations
- Provide information about educational approaches, techniques and issues to consider
- Provide information about educational activities and events
- Provide personal stories about an education-related journey in teaching

4. **Teacher Resources**

This section provides educators, parents, and/or students with access to books, articles and/or online resources that emphasize culturally responsive teaching and learning. Resources included may be activities, graphic organizers, lesson plans, projects, resources, posters, music, videos, literature and references for classroom and home use (Gay, 2000). The goal of this section is to assist teachers in educating today's students by providing culturally responsive and relevant resources that illuminate the importance of African Americans in American history.

5. **Notes**

(See *Chicago Manual of Style*)

Orientation to *NOTES* section: <http://www.wisc.edu/writing/Handbook/DocChiNotes.html>

Citation format: http://www.chicagomanualofstyle.org/tools_citationguide.html,
<http://library.up.edu/showimage/show.aspx?file=3403>

6. **Author Photo and Brief Bio**

- Please attach a professional photo (jpeg) to be embedded in your article. The jpeg should be at least 300 dpi.
- Please attach a brief bio (about a paragraph) that describes your education and professional work history. Include name, title, employer, contact information including your email address.

LESSON PLAN GUIDELINES

1. **Article Title**
2. **Author's Name**
3. **Connections to Middle School and/or High School**

See example: http://goliath.ecnext.com/coms2/gi_0199-5471681/When-we-call-for-education.html#abstract

4. **Goals of Lesson Plan**
5. **Objectives**
6. **National Council for Social Studies (NCSS) Standards: US History Teacher Expectations** (See standards attached. Include [cut and paste] only the *NCSS Standards and Teacher Expectations* that apply to your lesson plan)
7. **Warm up (Anticipatory set)**
8. **Activity (Instruction Input)**
9. **Assessment**

10. Teacher Resources

NCSS Standards

Adapted from *National Standards for Social Studies Teachers*. Developed by the NCSS National Task Force for Social Studies Standards, NCSS, 56 pp., 2002.

History

Teacher Expectations

- assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization;
- enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central question(s) addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;
- guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;
- assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- help learners to identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;
- assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;
- guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

Individuals, Groups, and Institutions

Teacher Expectations

- help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- explain to learners the various forms institutions take, and explain how they develop and change over time;

- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- challenge learners to evaluate the role of institutions in furthering both continuity and change;
- guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent social issues and problems.

Culture and Cultural Diversity

Teacher Expectations

- enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
- encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;
- have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

Civics and Government

Teacher Expectations

- assist learners in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life.
- insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.