

# THE STORY OF RANSOM HUNTER

## K-2 EDUCATOR'S RESOURCE GUIDE

### Extensions And Additional Resources

#### Optional Enrichment

The following resources are available for educators, families, and community members who wish to explore the life and legacy of Ransom Hunter in greater depth. These materials are not required to complete the K–2 lesson.

Ransom Hunter Foundation Website

**The Ransom Hunter Foundation provides free downloadable materials, including:**

- educator resources
- student activity pages
- picture-based learning tools
- historical background for adults

These resources may be used for lesson extension, family engagement, or future grade-level study.

#### Video Resource

An optional video about Ransom Hunter is available on the Ransom Hunter Foundation YouTube channel. Educators may choose to use the video as:

- an introduction to the lesson
- a visual reinforcement of the story
- a closing reflection activity

Video use is optional and may be adapted based on classroom time and student readiness.

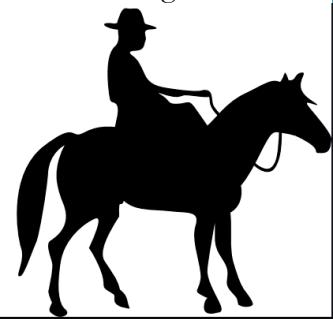
#### Additional Reading for Educators

Adult-level biographies and historical articles are available through the Foundation for educators who wish to learn more about Ransom Hunter's life and historical context.

These materials are intended for educator background and professional learning and are not designed for K–2 student use.

#### Teacher Note

This educator guide is designed to stand alone. All core lesson components may be taught using this guide and the free downloadable activities. Optional resources are provided to support flexibility, enrichment, and future learning.



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### **A Note On Teaching Black History In Grades K-2 (Using A Trauma-Informed, Asset-Based Approach)**

This educator resource follows what is now recognized in early childhood education and social studies as a trauma-informed, asset-based approach to history instruction. This approach is grounded in current research and professional standards that emphasize emotional safety, developmental readiness, and the preservation of dignity when teaching young children about the past.

In this context, trauma-informed does not mean avoiding real history. It means teaching history in a way that does not cause intellectual or emotional harm to children who are not developmentally prepared to process traumatic content. Educational researchers and organizations such as the National Association for the Education of Young Children (NAEYC) and Learning for Justice have established that early elementary instruction should focus first on identity development, belonging, and positive representations of leadership and contribution.

This approach is closely aligned with what is often called asset-based pedagogy, which replaces narratives of struggle with narratives of agency, excellence, and community leadership. It is also part of a broader movement toward humanizing history, which uses respectful language, centers dignity, and avoids framing Black life primarily through suffering or oppression.

Research in early childhood development shows that young children are not developmentally prepared to process traumatic historical topics such as slavery, racial violence, or systemic injustice in a meaningful or healthy way. Introducing these subjects too early can overwhelm learners, distort historical understanding, and cause emotional distress. For this reason, many education frameworks now recommend a scaffolded approach to Black history, in which early grades establish a foundation of identity, contribution, and belonging before introducing complex and painful topics in later years.

This lesson also aligns with the Teaching Hard History framework developed by Learning for Justice, which emphasizes age-appropriate pacing, emotional safety, and developmental readiness. That framework encourages educators to create informed observers rather than distressed learners by introducing difficult history gradually and in context.

At the K-2 level, best practices recommend beginning with stories that show Black leadership, innovation, faith, entrepreneurship, and community building. Scholars and curriculum designers also emphasize the importance of joy-centered and contribution-centered narratives to prevent children from internalizing a distorted view of Black humanity as defined only by oppression.

