

10 Week (S1) Topics	Objective/ Essential Questions	Resources/ Activities	Assessments
<p>Why study African American History?</p> <p>I. Africana Studies as Academic Discipline</p> <p>A. Definition of the parameters of Africana Studies</p> <p>B. Multidisciplinarity, interdisciplinarity, and transdisciplinarity of Africana Studies</p> <p>C. Scholarly methods in Africana Studies</p> <p>II. Race and Racism</p> <p>A. Race as a social reality</p> <p>B. Types of racism and their impact</p> <ol style="list-style-type: none"> Individual racism Statistical racism Contextual racism Rational racism Institutional racism 	<p>Guiding Question: Why is the issue of studying African American history debated by some?</p> <p>Guiding Question; Has the United States helped to create unity and understanding for Black and Brown people? What more could be done to help promote unity?</p>	<ul style="list-style-type: none"> Students will begin class with a discussion on why it is important to begin to understand why the history of Black Americans is vital to the story of America. Students will learn about the triumphs and struggles of African Americans throughout U.S. history, including the Civil Rights Movement and the artistic, cultural and political achievements of African Americans. This classroom discussion will set the stage for the important conversations to come. <p>Students will examine the importance of better understanding the importance of Black History in the classroom, where terms like Negro, Colored, Black and African American came from, and how do we move forward as a nation?</p>	<p>Smartboard, YouTube, poster board, color markers, multiple authoritative print, laptop, classroom discussion.</p> <p>Paper, pencil, smartboard, classroom discussion working through the important issue, small group discussion.</p>

<p>III. African and African American History</p> <p>A. Africa</p> <ol style="list-style-type: none"> 1. Nile Valley <ol style="list-style-type: none"> a. Nubia b. Kemet 2. Western Kingdoms <ol style="list-style-type: none"> a. Ghana b. Mali c. Songhai 3. Southern Kingdoms <ol style="list-style-type: none"> a. Zimbabwe b. Zulu 4. The Moors 	<p>Objective: Analyze the social, cultural, political, and economic characteristics of early African civilizations and empires and their enduring impact on world history.</p> <p>Who was Mansa Musa? Guiding Questions: Why was the ruler Masa Musa and his pilgrimage to Mecca so important for understanding Western Africa? And what affect would this pilgrimage have on their future.</p> <p>The Egyptian Race Controversy Guiding Question: Why has the ethnic background of the Egyptian people been so over looked throughout history?</p>	<p>Birth of Black Studies Why is Black history not taught in school? Teaching Hard History Video</p> <p>Textbook: <i>The African American Odyssey</i> Part I: Becoming African American Africa, ca. 6000 BCE – 1600 CE p. 4-26</p> <p>Who was Mansa Musa?</p> <ul style="list-style-type: none"> • Students will watch video on this West African ruler who was said to have possibly been the richest man who ever lived. • Students will complete online assignments and turn in work for grade. This assignment will be a class participation grade with the teacher guiding 	<p>Students will answer questions at the end of the chapter in text and turn in assignment when completed.</p> <p>Nearpod assignment, multiple authoritative print, laptop, paper, pencil, lecture</p>
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		<p>class through the assignment.</p> <ul style="list-style-type: none">Students will work on assignment to explain what natural resource would eventually replace gold in this west African society. <p>Mansa Musa Video #1 Mansa Musa Video #2</p> <p>Nearpod- Mansa Musa</p> <p>The Egyptian Race Controversy</p> <ul style="list-style-type: none">Students will watch video on the controversy that still exist over the origins of the Egyptian people and its close location to places like the African kingdom of Nubia, Kush and Axum. Class discussion.Students will be given an exit slip with questions to answer prior to the end of class. <p>Egypt Video #1 Egypt Video #2</p>	<p>Text book, YouTube, paper, pencil, laptop, nearpod assignment, class discussion. Students will work in groups and open laptops to sites given and located. Students will do a think-pair-share on questions given and after answering questions, present as a group their belief of this controversy.</p>
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<p>B. Other diasporan experiences</p> <ol style="list-style-type: none"> 1. Caribbean 2. Afro-South American 3. Afro- European 4. Afro- Asiatic 		<p>Textbook: <i>The African American Odyssey</i> Part I: Becoming African American Middle Passage ca. 1450-1809 p. 28- 52</p>	<p>Students will answer questions in textbook and later, have a classroom discussion on how they think that Black people in America became, and are still becoming, African American.</p>
<p>10 Week Additional Resources: ABC-Clio: Inquiry Kingdom of Nubia, Inquiry Ghana & Mali Trading Empires, Inquiry Kilwa (African Trading Empires), Inquiry Great Zimbabwe, Inquiry Atlantic Slave Trade Stanford History Education Group: Mansa Musa, Zulu Chief Analysis, Middle Passage Course Resources- Teaching Hard History: American Slavery PBS- The Story of Africa, The Wonders of Africa Library of Congress- Slave Narrative Collection</p>			

20 Week (S1) Topics	Objective/ Essential Questions	Resources/ Activities	Assessments
<p>B. The African American Experience</p> <ol style="list-style-type: none"> 1. The origins and evolution of the Holocaust of enslavement 2. The American Revolution 3. The antebellum period 4. The Civil War 5. Reconstruction 6. The era of legalized segregation 7. The Civil Rights Movement 8. The Black Power Movement 9. The Neoconservative Movement 	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe patterns of life for enslaved and free Africans, including strategies for resistance to enslavement, and cultural and economic contributions of African Americans in early America. 2. Evaluate the successes and limitations of the American Revolution and early national period with regard to rights and opportunities for African Americans. 3. Explain the central role of slavery in causing the Civil War, the experience of African Americans during the war, and achievements and limitations of Reconstruction. 4. Analyze the political and social developments that led to institutionalized racism and describe institutionalized racist practices in post-Reconstruction America. 5. Describe patterns of African-American life in the first half of the 20th century and their contributions to the American experience, including the Great Migration, Harlem Renaissance, World War I and postwar intolerance, the 	<p>Textbook: <i>The African American Odyssey</i> Part I: Becoming African American Black People in Colonial North America, 1526- 1763 p. 55- 85</p> <p>Trevor Noah- Motherland Video</p> <p>Rising Expectations and the Struggle for Independence, 1763-1783 p. 89- 110</p> <p>African Americans in the New Nation, 1783- 1820 p. 113- 140</p> <p>Uncle Tom's Cabin PBS Video</p> <p>Textbook: <i>The African American Odyssey</i> Part II: Slavery, Abolition, and the Quest for Freedom p. 144-</p> <p>The Ku Klux Klan/white supremacist groups.</p> <p>KKK- An American History Video</p> <p>Nearpod- Rise of the KKK</p>	<p>Students will read chapters in textbooks and answer questions at the end of the text. Students will write or type answers and after have a classroom discussion on the topic at hand. Students will have an exit slip question; What was life like in colonial North America?</p> <p>Students will begin this lesson with a sponge activity. Students will be placed into small groups where some groups are</p>

	<p>Great Depression, and World War II.</p> <p>6. Summarize the struggle for racial equality and the extension of civil rights that occurred in the United States in the post-World War II period</p> <p>Guiding Question; Can America be the land of opportunity while White supremacy and Black racism continues?</p>	<p>Jim Crow Video</p> <p>Students will investigate how White Supremacy and Black Racism in America cripples the progress of a nation.</p> <p>Black student deals with implicit racism</p> <p>Systemic racism explained</p>	<p>given favors, opportunities, and snacks, while the other groups are given nothing, Students will have discussion on how they felt. Students will work on Nearpod assignments.</p> <p>Textbook, paper, pencil, smartboard, classroom discussion, small group work, laptop</p>
<p>20 Week Additional Resources: ABC-Clio: Inquires Abolition, Inquiry Abraham Lincoln, Inquires Sectionalism, Inquires Activists and Strategies, Inquiry The Civil Rights Movement, Inquiry The Black Nationalist Movement, Curriculum Guide: A Nation in Upheaval Stanford History Education Group: Slavery in the Constitution, Trade of Enslaved People in the United States, Civil War & Emancipation, Reconstruction, Chicago Riots of 1919, Marcus Garvey, Montgomery Bus Boycott, Civil Rights and JFK Library of Congress- Free Blacks in the Antebellum Period Enslaved Communities and Resistance</p>			

30 week (S2) Topics	Objective/ Essential Questions	Resources/ Activities	Assessments
<p>IV. Social Issues from Africana Perspectives</p> <ul style="list-style-type: none"> A. The race/ class debate B. Defining Black culture C. Black sexual politics D. The Black family <p>V. Economic Issues</p> <ul style="list-style-type: none"> A. Income/ wealth inequality B. Unemployment C. Poverty rates D. Occupational distribution E. Spatial/ skills mismatch 	<p>Objective: Summarize the struggle for economic racial equality and the extension of civil rights that occurred in the United States in the post-World War II period.</p> <p>Guiding Question: What appeared to be the underlying causes of the massacre?</p>	<p>The Tulsa Race Massacre of 1921</p> <p>Black Wall Street Video</p> <p>Rodney King Video</p> <p>May 14th 2022, Massacre that devastated a Black community in Buffalo NY.</p> <p>May 14th Buffalo, NY Video #1</p> <p>May 14th Buffalo, NY Video #2</p> <p>May 14th Buffalo, NY Video #3</p> <p>The 16th Street Baptist Church Bombing in Alabama.</p> <p>Bombing of the 16th Street Church Video #1</p> <p>Nearpod Birmingham Church Bombing</p> <p>AME Emanuel Church killing in Charleston S.C.</p> <p>Friend of S.C. church shooting suspect</p>	<p>Students will be given a worksheet on the Tulsa Massacre of 1921 and instructed to fill in the questions as best as they can. After, students will begin talk on Black Americans who have been massacred.</p> <p>Students will watch video on the Buffalo Massacre which killed ten innocent bystanders at a Tops supermarket. Students will be given a sponge activity which will ask students to list reasons why they believe people in the United States are motivated to commit murders like this.</p> <p>Students will have the choice to work independently or in small groups and type out a paper on white supremacy in America. Students will research topic, watch and complete the Nearpod assignment, and have classroom discussion.</p>

		Nine Dead in Charleston church massacre	
30 Week Additional Resources: ABC-Clío: Viola Fletcher Primary Source on Tulsa Race Massacre , Primary Source- Photograph aftermath of the Tulsa Race Massacre , Primary Source- Photograph Birmingham Church Bombing Ambulance , Primary Source- President Obama Speech on AME Emanuel Church Shooting The “New Jim Crow” Learning for Justice			
40 Week (S2) Topics	Objective/ Essential Questions	Resources/ Activities	Assessments
VI. Black Creative Production A. Visual Arts B. Music C. Literature VII. Contemporary Issues in Africana Studies A. African debt relief B. The AIDS epidemic C. Black male sexism and heterosexism D. Internal segregation and privilege E. Affirmative action F. Interracial segregation G. Criminal justice	<p>Objective: Analyze ongoing efforts for racial justice in the United States including Affirmative Action, movements for reparations, and the Black Lives Matter movement, and the election of the first Black president.</p> <p>Guiding Question: What caused many Americans to view NFL quarterback Colin Kaepernick’s protest police brutality and social injustice by kneeling</p>	<p>Students analyze the social and political factors that led to the Harlem Renaissance. Students consider the key figures of the Harlem Renaissance. The Harlem Renaissance Video</p> <p>Hip Hop Video #1 Hip Hop Video #2</p> <p>Nearpod- The Harlem Renaissance</p> <p>Students will examine the Colin Kaepernick story to decide if he was anti-American, or an American hero. Coli Kaepernick; football star to civil rights icon</p> <p>Kaepernick And America</p>	<p>Nearpod assignment, smart board, paper, pencil, think-pair share, classroom discussion</p> <p>Nearpod assignment, smart board, paper, pencil, think-pair share, classroom discussion</p> <p>YouTube, poster board, color markers, multiple authoritative print, laptop, classroom discussion.</p>

	<p>during the National Anthem as a sign of disrespect to America?</p> <p>Guiding Question: How did Muhammad Ali become one of Americas most beloved athletes after being hated for most of his career?</p> <p>Guiding Question: Did the election of Barack Obama lead to a Post-Racial America like many had claimed that it had due to him becoming the 44th president of the United States?</p> <p>Guiding Question; Can a program like Affirmative Action</p>	<p>Students will take a look at Muhammad Ali born Cassius Marcellus Clay Jr. January 17, 1942, he was an American professional boxer, activist, entertainer, poet, and philanthropist. Muhammad Ali Video</p> <p>Students learn about the life and political career of Barack Obama, the first African American president of the US. They also learn about some of Obama's major policies and decisions. Obama DNC Speech Video Obama on 8 years in the Whitehouse Video First Lady Michelle Obama Interview Video</p> <p>Students will examine how affirmative action refers to a policy aimed at increasing workplace and educational opportunities for people who are underrepresented in various areas of our society.</p>	<p>Smartboard, YouTube, poster board, color markers, multiple authoritative print, laptop, classroom discussion</p> <p>Nearpod assignment, smart board, paper, pencil, think-pair share, classroom discussion</p> <p>Nearpod assignment, smart board, textbook, paper, pencil,</p>
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	continue to help create an America that is viewed as equal for all Americans		
40 Week Additional Resources: ABC-Clio: Stanford History Education Group:			