

African American History

Social Studies Curriculum Framework

2014

Course Title: African American History

Course/Unit Credit: 0.5

Course Number: 474700

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

African American History

Course Focus and Content

African American History examines the contributions African Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written form. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. African American History does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Colonial Period 1619-1775	
	1. Students will analyze origins of and changes in African American culture in the Colonial Period.
Revolutionary Era 1775-1820	
	2. Students will analyze roles and contributions made by people of African descent during the Revolutionary Era.
A Country Divided 1820-1877	
	3. Students will compare and contrast the development of the northern, western, and southern regions of the United States and the effects on African American men and women.
Hardening of Jim Crow 1877-1920	
	4. Students will analyze the African American experience in the post-Reconstruction Era.
Seeds of Change 1920-1950	
	5. Students will analyze the African American experience from 1920-1950.
Illusion of Equality 1950-1970	
	6. Students will analyze the African American experience from 1950-1970.
A Job Unfinished 1970-present	
	7. Students will analyze the progress and challenges of African Americans in the post-Civil Rights Era.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History. 1st K-12 Pathway.Grades 9-12.
5. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
6. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Colonial Period 1619-1775

Content Standard 1: Students will analyze origins of and changes in African American culture in the Colonial Period.

		ELA-Literacy Alignment	C3 Alignment
CP.1.AAH.1	Analyze social, economic, and political effects of the transition from <i>indentured servitude</i> to <i>enslaved labor</i> on African Americans	R.CCR.1 W.CCR.2 SL.CCR.4	D2.His.1, 2, 3, 14.9-12
CP.1.AAH.2	Analyze migration patterns, both voluntary and involuntary, from Africa to the Americas using a variety of <i>geographic representations</i>	R.CCR.1 W.CCR.4 SL.CCR.1	D2.Geo.2, 7.9-12 D2.His.14.9-12
CP.1.AAH.3	Analyze adaptations in African American culture using a variety of sources from multiple perspectives (e.g., language, religion, music, art, food)	R.CCR.1, 8 W.CCR.4 SL.CCR.2	D2.Geo.7.9-12 D2.His.1, 4.9-12

Strand: Revolutionary Era 1775-1820

Content Standard 2: Students will analyze roles and contributions made by people of African descent during the Revolutionary Era.

		ELA-Literacy Alignment	C3 Alignment
RE.2.AAH.1	Analyze social, economic, and political involvement of African American men and women in the Revolutionary Era using multiple sources	R.CCR.1, 8 W.CCR.4 SL.CCR.2	D2.His.1, 5.9-12
RE.2.AAH.2	Investigate the effects of revolutionary ideologies on social and political perspectives of African Americans	R.CCR.1, 6, 8 W.CCR.4 SL.CCR.2	D2.Civ.8, 10.9-12 D2.His.5, 6.9-12
RE.2.AAH.3	Evaluate social, economic, and political roles of African American men and women during the expansion of the early United States using a variety of sources	R.CCR.1, 3 W.CCR.1, 7, 8 SL.CCR.1, 3	D2.Geo.7.9-12 D2.His.8.9-12 D3.1.9-12

Strand: A Country Divided 1820-1877

Content Standard 3: Students will compare and contrast the development of the northern, western, and southern regions of the United States and the effects on African American men and women.

		ELA-Literacy Alignment	C3 Alignment
CD.3.AAH.1	Compare and contrast the effects of economic developments in multiple regions of the United States on African American men and women between 1820 and 1877	R.CCR.1, 2 W.CCR.1, 9 SL.CCR.2	D2.Eco.1.9-12 D2.His.2.9-12
CD.3.AAH.2	Examine regional perspectives toward the political rights of African American men and women between 1820 and 1877	R.CCR.1, 6 W.CCR.4 SL.CCR.4	D2.Civ.5.9-12 D2.His.5.9-12
CD.3.AAH.3	Analyze the responses of free and enslaved African American men and women to regional social, economic, and political conditions during the Civil War and Reconstruction Era	R.CCR.1, 6 W.CCR.2 SL.CCR.1, 3	D2.His.5, 14.9-12

Strand: Hardening of Jim Crow 1877-1920

Content Standard 4: Students will analyze the African American experience in the post-Reconstruction Era.

		ELA-Literacy Alignment	C3 Alignment
HJC.4.AAH.1	Research divergent paths and challenges faced by African American men and women from post-Reconstruction to the early 20 th century	R.CCR.1, 3 W.CCR.4, 8 SL.CCR.3	D1.4.9-12 D2.His.2, 3, 4.9-12
HJC.4.AAH.2	Analyze various experiences of African American men and women during the Jim Crow time period from a variety of perspectives using <i>primary</i> and <i>secondary sources</i> (e.g., education, religion, art, entertainment, social institutions, political organizations, segregation)	R.CCR.1, 3, 6 W.CCR.3, 9 SL.CCR.3	D2.His.1, 2, 3.9-12 D3.1.9-12 D4.1.9-12
HJC.4.AAH.3	Analyze the 13 th , 14 th , and 15 th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920	R.CCR.4, 6 W.CCR.1 SL.CCR.1	D2.Civ.2, 4, 10.9-12 D2.His.1, 2.9-12

Strand: Seeds of Change 1920-1950

Content Standard 5: Students will analyze the African American experience from 1920-1950.

		ELA-Literacy Alignment	C3 Alignment
SC.5.AAH.1	Analyze change and continuity in the African American cultural identity using <i>primary</i> and <i>secondary sources</i> (e.g., Harlem Renaissance, art, music, theater, film, literature, dance)	R.CCR.1, 3, 4, 7 W.CCR.2, 9 SL.CCR.1, 2, 3	D1.5.9-12 D2.His.2, 3, 5, 11, 13.9-12
SC.5.AAH.2	Analyze the effects of the Great Depression and New Deal on the social and economic status of African American men and women in various geographic regions	R.CCR.1, 2, 7 W.CCR.2, 4, 9 SL.CCR.3	D2.Geo.8.9-12 D2.His.14.9-12
SC.5.AAH.3	Analyze social, economic, and political actions of African Americans in the early 20 th century (e.g., migration, military desegregation, civil rights organizations, social organizations, political organizations, labor unions)	R.CCR.1, 3, 10 W.CCR.1, 8, 9 SL.CCR.1, 3, 5	D2.Civ.2, 5, 8.9-12 D2.His.1, 3.9-12

Strand: Illusion of Equality 1950-1970

Content Standard 6: Students will analyze the African American experience from 1950-1970.

		ELA-Literacy Alignment	C3 Alignment
IE.6.AAH.1	Analyze the various influences of African Americans on political change during the mid-1900s using <i>primary</i> and <i>secondary sources</i> (e.g., feminism, civil rights organizations, political organizations, and labor unions, military)	R.CCR.1, 3, 9, 10 W.CCR.4, 5 SL.CCR.1, 3, 5	D2.Civ.2, 5, 10.9-12 D2.His.1, 2, 14.9-12
IE.6.AAH.2	Examine the various influences of African Americans on social change using <i>primary</i> and <i>secondary sources</i> from multiple perspectives (e.g., migration, feminism, military, social organizations)	R.CCR.1, 3, 9, 10 W.CCR.4, 5 SL.CCR.1, 3, 5	D2.His.1.9-12
IE.6.AAH.3	Examine various ways African Americans participated in the Civil Rights Movement and the effects of their actions using a variety of <i>primary</i> and <i>secondary sources</i> (e.g., sit-ins, boycotts, marches, speeches, music, methodologies, organizations)	R.CCR.1, 3, 6, 9, 10 W.CCR.4, 5 SL.CCR.1, 3, 5	D1.5.9-12 D2.Civ.5, 12, 14.9-12 D2.His.1, 11.9-12
IE.6.AAH.4	Analyze the effects of legislative developments on the African American experience between 1950-1970 (e.g., voting, civil rights, fair housing, education, employment, affirmative action)	R.CCR.1, 2, 4, 10 W.CCR.1, 2, 9 SL.CCR.1, 4	D2.Civ.2, 4, 5.9-12 D2.His.1, 2.9-12

Strand: A Job Unfinished 1970-Present

Content Standard 7: Students will analyze the progress and challenges of African Americans in the post-Civil Rights Era.

		ELA-Literacy Alignment	C3 Alignment
JU.7.AAH.1	Analyze the impact of African Americans on the arts (e.g., music, art, dance, theater, new media, movies, literature)	R.CCR.1, 2, 3, 10 W.CCR.1, 4, 7, 8, 10 SL.CCR.1, 2, 3	D2.His.2.9-12 D3.3.9-12
JU.7.AAH.2	Identify unresolved social, economic, and political challenges for African American men and women from 1970 to the present using a variety of sources representing multiple perspectives	R.CCR.1, 2, 6, 9, 10 W.CCR.1, 3, 4, 7, 8 SL.CCR.1, 2, 3, 4	D1.4.9-12 D2.Civ.5, 12.9-12 D2.His.2.9-12
JU.7.AAH.3	Identify new social, economic, and political challenges for African Americans using a variety of sources representing multiple perspectives	R.CCR.1, 3, 4, 6, 7, 10 W.CCR.1, 4, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5	D2.Civ.5, 12.9-12 D4.3, 6, 7.9-12

Glossary for African American History

Indentured servitude	Individual who sells or loses his/her freedom for a specified number of years
Enslaved labor	System where people were treated as property to be bought and sold, and forced to work
Geographic representation	Visual model of some aspect of the Earth's surface (e.g., maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization)
Primary source	First-hand account, document, or physical object that was written or created during the time under study (e.g., speeches, pamphlets, government documents, memoirs, letters, artifacts, pieces of art, data results or analysis)
Secondary source	Interpretation, analysis, critique, or restructuring of data contained in primary sources that may contain pictures, quotes or graphics from primary sources (e.g., newspaper articles, magazine articles, reviews of books, reference materials, biographies)

Contributors

The following people contributed to the development of this document:

Lacey Alkire – Fayetteville School District	Debbie Kamps – Highland School District
Laura Beth Arnold – Little Rock School District	Bennie Lard – Hope School District
Nathan Andrew Bagley – Phillips County Community College, Helena	Jan Loyd – Cabot School District
Cindy Beckman – Conway School District	Dr. Kristen Dutcher-Mann – University of Arkansas at Little Rock
Kris Bertelsen – Federal Reserve Bank of St. Louis, Little Rock Branch	Marsha Masters – Economics Arkansas
Dr. Kay Bland – Butler Center for Arkansas Studies	Lisa McGriff – Star City School District
Ruth Brown – Marvel School District	Toney McMurray – Alma School District
Lisa Byrum – Pulaski County Special School District	Shannon Neumeier – North Little Rock School District
Kelli Castleberry – Camden Fairview School District	Kari Nichols Henard – Bryant School District
Barbara Clements – Marion School District	Martha Pelley – Cedar Ridge School District
Napoleon Cross – Lafayette County School District	Lindsey Phillips – Rogers School District
Teddy Davis – Arkansas State University, Beebe	Carmen Walker-Pierce – Little Rock School District
Debra Ewing-Hight – Bentonville School District	Judy Pierce – Benton School District
Georgia Fletcher – Russellville School District	Don Porter – Little Rock School District
David Freligh – Forrest City School District	Sarah Pugh – Bentonville School District
Lantha Garmrath – Paragould School District	Steven Quoss – Warren School District
Sue Geery – Norfolk School District	Julie Roark – Nettleton School District
Angie Goodding – Monticello School District	Jason Sanders – El Dorado School District
Ron Graham – Drew Central School District	Joy Spivey – Deer/Mt. Judea School District
Willie Gulley – Dollarway School District	Linda Thrasher – Mountain Home School District
Bailey Hendricks – Searcy School District	John Traband – Hampton School District
Schula Holley – Little Rock School District	Karen Trusty – Paris School District
Nancy Hull – Fountain Lake School District	Cathy Tucker – Lake Hamilton School District
Dr. Margie Hunter – West Memphis School District	Shelina Warren – Pine Bluff School District
Anthony Jackson – Fordyce School District	James Washington – Arkansas Consolidated School District
Ashley Jackson – Dumas School District	Barry Watkins – Bay School District
Carmen Jones – Malvern School District	Vickie Yates – Virtual Arkansas
Dr. Cherisse Jones-Branch – Arkansas State University, Jonesboro	